

School Board Journal

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FIRST ON ROLL OF HONOR

The Carnegie Foundation has conferred the highest degree of appreciation upon the late United States Commissioner of Education William T. Harris, together with a retiring allowance.

See also next page
Sick



RECENT DECISIONS.

Pittsburg, Pa. The salary commission created to increase the salaries of teachers who had reached the maximum has been declared illegal. The courts decided that the board of education has no right to appropriate money for the salaries and expenses of the commission nor to clothe the latter body with power to fix the salaries of teachers. The commission was created about two years ago and was entrusted with the duty of holding promotional examinations. The tests held were criticised by the teachers as being unfair and ridiculous. Some of the most deserving teachers were unsuccessful in passing, which led to charges of unfairness and favoritism on the part of the commission. It is likely that further complications may arise as the increases voted to several hundred teachers have been illegally paid them.

Entitled to Fees.

Tacoma, Wash. The local court has rendered a decision that the county attorney is entitled to fees for legal services in suits brought against the school district. The law makes the county attorney the legal adviser of the school districts of the county. The court held, however, that his duty is only to give advice on legal matters and does not include representing the various school boards in lawsuits. The case is a friendly suit and will be appealed to the supreme court.

Wilkesbarre, Pa. The Wilkesbarre court set aside the verdict in the case of M. F. Murray, who sued Wilkesbarre township school district for a year's salary as teacher. An outgoing school board appointed Murray to a position as teacher, but the incoming board refused to recognize the contract. The court held that the old board had no authority to appoint Murray.

Saloons Near Schools.

Illinois. The supreme court of the state has rendered a decision that the mayor of a city may use his discretion in issuing saloon licenses, and that his judgment should not be overruled by the courts unless it appears to have been exercised in a plainly abusive manner. The decision was rendered in a suit to compel the mayor of Chicago to license a saloon near a public school building. The court held that a saloon in the close proximity of a school will tend to a greater or less degree to disturb and demoralize school children. There is no abuse of discretion on the part of the mayor in refusing to grant a license near a school.

The decision is welcome. For several years the lower courts in Chicago have compelled the issuance of licenses near schools on the ground that every applicant is entitled to a license under the ordinance as long as he is able to show that he possesses the qualifications needed.

High School Fraternities.

Chicago, Ill. The board of education has been sustained in its fight against the high school fraternities. Master in Chancery Thomas Taylor, Jr., has reported against a temporary injunction asked by the students of the Hyde Park High school to restrain the board from interfering with the members of the societies competing on athletic teams.

According to the report of Mr. Taylor, students in the high schools are not regarded by the law as adults, and so far as the law is

concerned the board of education is responsible for their conduct while at school.

The report says: "The board of education has seen fit to pass a resolution which creates restrictions to members of the secret societies. The resolution represents the judgment of the board of education. The board has investigated these societies and it is presumed that membership in a secret society has been found to be subversive of discipline and injurious to scholarship. I am of the opinion, therefore, that a preliminary injunction should not be granted."

LEGAL.

The constitutionality of the law establishing state normal schools in Kentucky has been attacked in the courts. The constitution provides that no moneys shall be raised by taxation for education except in the common schools until the question has been submitted to the voters. The present law was made effective without an election under another section of the constitution which enjoins on the general assembly the duty of providing an efficient system of common schools throughout the state by appropriate legislation. It was argued that in no other way can an "efficient system of common schools be provided than by supplying the necessary teachers and that private schools do not give the persons who are to teach the training which they need to fit them for the work they are to perform in the common schools."

Legislation to establish normal schools was held to be constitutional.

Milwaukee, Wis. The constitutionality of the new school board law will be determined soon by the supreme court. An injunction was recently granted forbidding the board to change the readers in use in the schools on the contention that the law is unconstitutional. The lower court in making the order permanent declined to pronounce the act contrary to the constitution on the ground that it is special legislation. The matter has been appealed to the supreme court and will be tried with all possible dispatch.

RULES AND REGULATIONS.

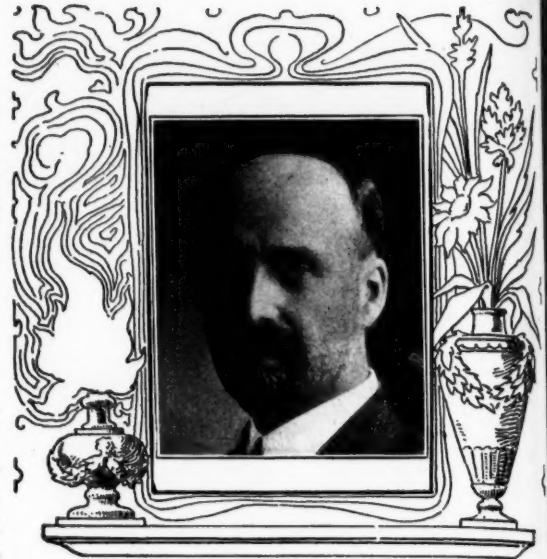
Houston, Tex. The board of education has adopted a new set of rules to govern the pay of teachers during absence. The new rules read: "Pay for time missed by teachers shall be allowed to the extent of not over five days in one year, provided such absence is caused by personal sickness or death in the immediate family."

"After five days, if the teacher is absent for reasons specified, she shall receive half pay for the next ten days in the year."

"No pay for time lost shall be allowed for more than fifteen days in the year, nor for other reasons than those mentioned."

Chattanooga, Tenn. A stringent rule has been adopted by the board of education to apply in the case of a teacher's absence from her classes, as follows: "Whenever a teacher is temporarily absent, through sickness or other necessity, said teacher shall forthwith notify the principal of the school or the superintendent of the reason of such absence and the superintendent shall have the authority to temporarily fill such a vacancy until the board takes action. No teacher shall be absent from duty without a corresponding deduction in salary and no officer of the board has authority to waive or modify this rule."

Paris, Tex. A rule has been adopted by the school board that no gifts of flowers, books, etc., for the high school graduates shall be given at commencement. Donors must send them to the homes of the pupils or present them



DR. ELMER ELLSWORTH BROWN
United States Commissioner of Education, Washington, D. C., appointed by President Roosevelt to succeed Dr. W. T. Harris.

at some other place than the rostrum. The offerings received in recent years have been numerous in the case of children belonging to wealthy families. This the board thinks is not in harmony with the spirit of equality on which the public schools are founded and hence the prohibition.

Providence, R. I. The superintendent of school property has power under the rules of the school board to dismiss janitors and other employees. To prevent abuses in the discharging of men the board has adopted an additional rule that the superintendent report each case of dismissal with complete details.

Reading, Pa. An amendment to the rules of the board has been adopted providing that when a janitor is unable to perform his duties on account of sickness, he shall be entitled to half pay. The half pay will continue for a period not exceeding four weeks nor less than one day. A notice of illness must be given to the secretary in writing.

Cincinnati, O. A new rule of the board of education forbids principals and teachers to contract debts or incur expenses for the board. The only person authorized to order material or work is the secretary.

Ann Arbor, Mich. The newly adopted rules for the teachers' salary schedule provides that the board of education shall assume the right to dismiss any teacher at any time for wilful violation of the rules of the board, or for misconduct or incompetency, or on thirty days' notice, without assigning a reason.



Superintendent—In your examination papers I found some incorrect spelling.

Teacher (applicant)—Pardon me, but that was merely revised spelling.

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SELECTION OF A TEACHER.

By Hon. E. E. Keech, Santa Ana, Cal.

Teachers are born, not made. The art of moulding metal, shaping wood, conducting business, or applying the law, may be acquired by almost any one of average ability, industry and persistence; but to touch the secret springs of inspiration in child life requires a soul sympathetic and sensitive.

Who is the teacher to be sought? The one with intelligent insight into the beauties of the subjects which she presents, and with a sympathetic knowledge of the workings of the child mind, in its gropings from the simple known to the complex unknown. The right person to be sought must have the power of touching the springs of life in the child, and drawing forth the copious floods of enthusiastic ideal activity. Life is but activity, and all cessation of activity is death. Powers dormant are practically dead, and the beginning of intelligent and moral activity in the child is the beginning of intelligent and moral life. The teacher who can arouse these powers of the child into activity has presided at the birth of a rational being; the one whose ministrations have depressed and discouraged those activities has officiated at a funeral.

In searching for the right person, therefore, the power of inspiring the pupil and arousing and directing the activities of all the higher faculties of the mind, should be the prime requisites to be sought. Little matters the sex, the age or the appearance of the teacher, if these powers exist. It is immaterial whether the teacher be a daughter of the Golden West, a son of the Sunny South, or a resident of the Frozen North; religion, politics, wealth and social position are of little consequence beside these great prime requisites.

High Character Required.

Teachers should be selected for high moral character, and the power to cultivate it in their pupils. And, while faith or religion is not a factor, no teacher of the young should ever be employed unless of an assured high moral character and clean personal habits. Though, being but a few generations removed from our fierce barbarian ancestors clothed in skins of wild beasts, it is impossible for us to shake off, personally and politically, all the vicious habits incident to a strong animal nature; yet, when modern medical science warningly condemns the habitual use of narcotics and stimulants, and our laws recognize and enforce instruction in our schools concerning the harmful effects of these injurious drugs, no person, tainted by an indulgence in them, should present himself as a candidate for the high and holy office of a model instructor for the coming generation. I believe that not even the minister of the gospel has so important a function as an exemplar and instiller of morals into the minds of the young as the public school teacher. And, while we, as parents and school directors, may confess with Burns, "God knows I'm no the thing I should be; nor am I even the thing I could be," we want the teachers who mould the characters of our children to be the highest models obtainable. Nor should economy in salaries weigh much. Remember that, even in paying a good teacher more than he is worth, you save and wisely expend all he is worth; while, with a poor teacher, you worse than waste all you pay him.

The Test Made.

But who is the teacher who applies? One is the girl-graduate of the local high school, or normal school, without experience, who must obtain a position somewhere, in order to begin her self-support and solve the important prob-

lem, for herself and others, whether she is to be a success or a failure.

From the time of her entering the public school, to the day of her graduation, she has had poured into her the knowledge and experience of others; it now remains to be shown whether she has sufficient individuality and aptitude to put that knowledge and experience into successful practice, and to work out for herself methods and managements suited to her own character, and potent for her own success.

Such applicants must be given a chance to show their powers; for, from among them must be selected and retained the successful recruits for our great army of teachers. But they should be allowed such experimental opportunities only in small country schools, where the discipline is easy, the position of the teacher relatively more important in the community, and the opportunity for self-assertion and self-development greater than in the city schools, where the machinery of boards and superintendents, elaborate programs, courses of instruction, and insistence of methods, limit, perplex, confuse and oppress the timid and inexperienced beginner.

Daughter of Influential Citizen.

Another applicant is the daughter of the leading citizen of the community, who has faithfully completed the common, grammar and high school courses, and successfully mastered her "major and minors" in the university, who now desires to obtain some polite employment to occupy her time, furnish her a satisfactory wardrobe, and relieve her father's income from the charge of her further support, and, therefore, applies for a position as teacher of English, Latin, science, or other special branch, in the high school. She may have no taste or aptitude for her high calling; but—she wants the money; and her father is supposed to have enough influence with the school board to secure her election. Application is made; the father interviews his friends on the board; his banker, his lawyer, his physician, his grocer, the deacons of his church, the members of his various orders, associates whom he has accommodated, politicians who desire his support, also interview them and privately express their opinion that Miss X., the daughter of their respected fellow citizen, is really a most estimable young lady, and it would greatly please them if she were given a position in our schools. Moreover, they emphatically declare that they do not see why it should be necessary for the board to go around looking up teachers and employing outsiders, when daughters of our own citizens, who have qualified themselves to engage in such lines of business, are ready to accept the positions, and who need the money; the people of the community are taxed to support these schools, and the money should stay where it is raised.

Among the "applicants" may be classed "has-beens" and "never has beens." These appeal to our sympathies by their refined and upright characters, and yet they are condemned by our judgment, because of their lack of qualifications for the employment they seek.

Keep Pupil in Mind.

There is one supreme purpose and idea which should animate every school director and control his decision in every instance. It is *the highest good to the schools; that which is best for the children*; not the accommodation of a friend, the good of the town, the success of the worthy people, the settlement of a vexed question with the least friction and trouble to him-

self; but *the greatest good of the children*. Every school trustee should set his face toward this high and pure purpose for which he is elected, and never waver from it. When friends urge, politicians appeal, and business men suggest and advise, let him ask himself and them: "What is the best for our children?" and abide by the answer.

But school directors and school trustees cannot decide this momentous question, unless they take the trouble intelligently to prepare themselves for it. If all applicants "look good"—or at least "alike"—to them, they are incapable of exercising their duties and should surrender the sacred trust placed in their hands. They need intelligence, experience, energy and courage. They should visit their own schools—every room—and carefully observe every teacher, at least once during every term of school. One look into the faces of the pupils of a room, noting whether they are lit up with interest and attention, or dulled with indifference and inattention, will speak more for or against the teacher in charge than all the recommendations that could be tendered, or criticisms that could be made. They should attend the teachers' institutes and associations; hear the discussions, observe the professional interest taken by the teachers in attendance, and make notes of those who should be sought and, if possible, obtained. And, perhaps more important than all this, they should attend such gatherings as the present one; exchange the views and experiences they have formed and gathered on the subject, and thus each would assimilate the joint wisdom of the whole.

Toledo, O. The practice of hiring teachers on a two year contract has been discontinued by the board of education. Teachers will hereafter be appointed for one school year only on the belief that longer contracts do injustice to teachers and also to the board of education.

Goshen, Ind. To raise the standing of teachers in the schools, it has been determined not to re-engage teachers who do not hold a state license. Formerly a county license sufficed.

Boston, Mass. A petition has been presented by teachers to the school committee, asking that body to discontinue the separate schools for boys and girls. The petitioners give as reasons that discipline is much more easily maintained in mixed classes, and that the work of teachers in boys' schools appears in an unfavorable light when compared with that of teachers in girls' schools.

Joplin, Mo. The board of education has requested teachers, who are engaged to be married, not to sign contracts for teaching next year.

Chicago, Ill. According to a local newspaper the board of education has decided to show preference to women in the selection of principals for the schools. This is to be carried out until a sufficient number of vacancies have been filled by women to equalize the proportion of men and women principals.

Reading, Pa. Resolutions adopted by the school board require all teachers to announce by August 15, whether they will accept or reject their positions at the opening of the school year in September. This step was deemed necessary by the members of the board to obviate the resignations during the last week of the vacation period.

Supt. T. W. Perrin, Catahoula Parish, La., has adopted a new method of selecting teachers. He accepts as teachers those recommended by the parents, if they meet the requirements.



WAGES AND MERIT



By Clarence F. Carroll, Superintendent of Schools,
Rochester, N. Y.

In many cities half the tax levy is expended for public school education. Frequently the limit of bonded indebtedness has been nearly reached. An advance of 10 per cent means \$50,000 if the salary budget is half a million dollars, and so on. In many cases such an increase is absolutely impossible without an advance in the tax rate. An advance in the tax rate may discourage manufacturers and depress the value of real estate.

On the other hand, there is in many parts of the country a dearth of grade teachers. Young women can hope to receive higher remuneration as stenographers, as bank clerks, or as expert workers in many industrial lines. Men and women of the best promise who are college graduates cannot often be tempted to teach for the salaries offered in high schools or as principals. These positions with a maximum of \$800 to \$1,200 for women, or from \$1,200 to \$1,500 for men, would not be considered prizes in other lines. The teaching profession is uncertain in tenure, is trying to health, often leads to stagnation of intellect and often limits social life. In many cities and states the normal schools are patronized largely by young women of little culture and ordinary aims.

Just how then can we hope to furnish funds to arrest the deterioration of the quality of the teaching force that has steadily been going on for several years?

A Serious Dilemma.

If we state the dilemma in plain terms we shall affirm that on one hand to largely increase the tax vote would endanger the growth and prosperity of the community. If we do not increase wages, promptly, our teachers will rapidly become unfit to teach the children of intelligent, cultured Americans, and the private school will flourish as it never has before.

There is, I believe, but one answer to this question, and that is that teachers, like workers in any other profession, should be paid on a merit basis. In all recent agitations concerning increases in salary the question of merit has seldom if ever been mentioned. A salary schedule for teachers is as unjust in our profession as it would be in the law or medicine, and reduces our calling to the basis of a labor union. Teaching is a high art and every school official knows that there is the widest variety of usefulness and efficiency among teachers, whether it be in trade or high school or college.

If the truth were told, the profession is congested with teachers who are indifferent, unproductive, and too often incompetent, and the larger the city the worse the situation is likely to become. And once elected, it is practically impossible to remove a teacher or school principal. Whenever, as has happened in a few instances, clearly incompetent teachers have been removed, we have seen a veritable tragedy. This is no exaggeration, and I have touched very lightly upon the weakest point and most inexcusable failure in our system. This has been proved to be true because in rejuvenated school systems many poor teachers have been made alive by the application of simple business principles and good supervision.

Injustice to Teachers.

Under such conditions as I have sketched a great injustice is done both to the weak and to the strong teacher. The true and real teacher is not given credit for her skill. She is kept at a dead level of salary and reputation and her whole life is a sacrifice of place and name. But this can never be different so long as we fear to distinguish between their high service and the weak and heartless product of the rank and file of many members of the teaching force. The unsuccessful teacher, who is equally paid and equally honored, suffers an injustice in never knowing that she is a poor workman, an unprofitable servant. Good teachers, and there are great teachers, many of them, should be honored with medals and crowned by a grateful community as much as heroes in other callings. A confiding public is deceived, and the business man on the board of education is often completely unaware of the lack of business principles in the system for which he is responsible.

By all means let us advance the salaries of the best salesmen, managers, clerks, craftsmen and toilers and professional men and women, including teachers, but let us break the dead level of salaries that holds our profession in chains.

How can this be done? In Chicago, teachers are advanced upon the completion of courses prescribed, for which instruction is provided without cost by the board of education. Baltimore is experimenting with a similar plan. New York City formerly advanced salaries upon recommendation of inspectors. In a few favored smaller communities like Brookline, Mass., East Orange, N. J., and Hartford, Conn., teachers have been paid upon the merit system wholly. In most other cities the schedules are in force and good, bad and indifferent are advanced together.

Are Made Nervous.

It is claimed that if teachers are students and work for a higher standard of intelligence and scholarship, they are stimulated to a better professional effort and standard and that the student habit, once formed, remains a permanent force in their lives. The system of inspection as such tends to make teachers exceedingly nervous whenever they are visited. In either case the real skill and efficiency of the teacher cannot be given full weight, and the unassuming artist found in every school is often passed by.

There are three conditions that must be met before we are prepared to advance teachers upon merit, with a chance of minimum error.

First, some person in authority and near the teacher must assume responsibility and know intimately her strength and her weakness. The school principal ought to be the man best fitted to make this diagnosis. This implies that the school principal is a real teacher and able to estimate the work of his assistants upon a pedagogical basis.

Second, the principal, the supervisors and the superintendent should reach an understanding as to call such cases of superior merit.

Third, the result of such a consensus of opinion should be reported to the board of education with evidence that cannot be questioned.

By all means the teacher who is a candidate for advancement should be a student, and the inspector should agree that she is a growing teacher, but each of these conditions is but one factor, and no one of the three elements that I have referred to should be considered as final in determining advancement.

Increase Salaries.

This theory of increasing salaries should be applied to the supervisor, the school principal, the special teacher, the high school teacher, the grade teacher and kindergarten alike.

Strong teachers are as easily identified as good lawyers or good salesmen. Pupils and parents know them, and intelligent school officials know their names by heart. If officials are not thus informed they are utterly useless professionally. It is only a false sympathy that would include a plum in every package that has thus held to a dead level the great multitude who should stand forth, each in his own light and merit, in this calling than which no other calls for more individuality.

Such a general principle would mark the dawn of a new era. The successful teacher would occupy her right place and assume a new influence. The unsuccessful teacher would know her shortcoming and have some good reason to attempt a higher form of service. The school principal would find some effort worthy of his name and rank which now are often in deserved contempt. Incidentally, no salary should be advanced except on merit.

Politics the Reason.

The real secret of the present discreditable situation is found in the political or personal issues that enter into nearly every school system. The member of the school board is supposed to be a friend to every teacher. No teacher's salary is ever lowered by a board of education, nor is a teacher often declared incompetent, though it is an open secret that there are hundreds simply waiting for the pension.

The school principal often coddles his family of teachers, and jealously protects the weakest from the breath of criticism, and so the evil grows.

What every teacher most needs is a frank statement as to her strength and weakness, sympathetic assistance in all her work and an ideal help in plain sight that will inspire a better effort and save her from deterioration and reproach. We are all interested in this question and have a common responsibility. Our profession is entitled to a remuneration that will attract and hold the very best talent. But no compromise is possible. If we persist in attempting to lift the mass on a level we shall stifle merit, dignify indifference and incompetency, the schools will fall far short of performing their divine mission, and the irreparable loss will fall equally upon the teacher and the community. Yes, the teacher is worthy of recognition, and only a wrong theory and a wrong system long entrenched are responsible for the present anomaly. If I am right, we should agree upon some better ideal, boldly state the truth as we see it, and urge some modification that would give us freedom and provide a basis for suitable remuneration.

The board has selected Mr. Heeter's num for a term been assistant for several years.

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Louisville, signed as principal his entire time. The board of Halleck and \$1,200 per year.

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The School Superintendent.

The board of education at St. Paul, Minn., has selected S. L. Heeter to succeed A. J. Smith. Mr. Heeter's salary was fixed at \$4,000 per annum for a term of two years. Mr. Heeter has been assistant superintendent at Minneapolis for several years.

Asbury Park, N. J. The board of education has increased the salary of Fred S. Shepherd, Ph. D., superintendent of schools, to \$2,750. His former salary was \$2,500.

Louisville, Ky. Reuben Post Halleck has resigned as principal of the high school to devote his entire time to the writing of text books. The board of education is anxious to retain Mr. Halleck and has offered him an increase of \$1,200 per year.

Providence, R. I. Supt. W. H. Small's salary has been increased by the school committee to \$5,000 per year.

Oshkosh, Wis. A unit system of study will replace the course system in the high school at the fall opening of the full term. One-half of every student's studies will be required and the other half will be elective under the new arrangement. The required work will be made up of a thorough course in English extending through the four years; a minimum requirement in mathematics of two years; one and one-half years of science; one and one-half years of history and civics and the general course in drawing and manual training.

The elective studies will be at the discretion of the pupil under the advice of teachers and parents. Courses preparatory for college entrance, commercial training, foreign languages, history, science, manual training, etc., will be open to the student.

The Kentucky Educational Association held a successful convention at Bowling Green, June 21, 22 and 23. Mr. Barksdale Hamlett of Hopkinsville was elected president of the association; M. C. McKee of Frankfort, H. H. Cherry of Bowling Green, and Miss Cora Wilson of Frankfort, vice presidents; P. W. Vinson of Lexington, secretary; and I. H. Book of Olive Hill, treasurer. The convention placed itself on record as favoring the county unit control of the public schools.

Peoria, Ill. Girard D. Smith of Moline, Ill., has been elected superintendent of schools.

Dayton, Ohio. Supt. J. B. Carr has recommended to the board of education a change in the writing system used in the schools. The vertical has been in use for several years and Mr. Carr favors the semi-slant.

The average membership of classes in the common schools of Chicago is forty-seven. This condition is asserted by Supt. Cooley to be wasteful of the lives and efforts of the children. It is impossible for the teachers to give attention to the personal needs and peculiarities of the pupils and many who under more favorable circumstances would succeed in doing the work of their grades are compelled to drop out or do the work over again. The membership should be lowered as rapidly as possible.

New York City. A sentiment is spreading among the school authorities against the organization of schools having forty classes or more. Neither principals nor teachers do the best work in so large a school, as the influence and personal attention of the principal cannot be felt by the individual teacher.

These large schools have resulted from two causes: the consolidation of the two department schools into a single school under one principal; and the construction of large school buildings for a single school. The erection of large buildings is necessitated by the high cost of school sites. It is contended, however, that the schools in these mammoth buildings should be divided so that the principal can do his work properly and completely.

A similar opposition prevails in regard to large classes which have become an evil growing out of the crowded condition of the schools. The schoolmen's association of the city recently passed resolutions advocating smaller classes of not more than forty pupils.

Philadelphia, Pa. The status of women teachers with regard to compensation and position is being considered by the board of education upon request of the teachers' association. In a communication to the board the association shows that while there are 3,788 women employed in the schools, and only 250 men, the former are debarred from holding any of the high paid positions while their maximum wages do not equal the minimum wages of the men. "After six years of preparation for the work of teaching," say the petitioners, "the woman cannot, as a beginner, receive more than \$470, or \$570 in grammar grades, while the man with similar training and no higher qualifications may be paid \$950. After ten years of experience the woman's salary is \$770, or in grammar grades \$870, the man's \$1,250. By no amount of experience can the woman, as assistant teacher, ever receive as a maximum salary the minimum salary paid to the man.

"The highest qualifications, the most successful experience will not secure for a woman the position of teacher of boys in the seventh and eighth grades. Under existing laws the only principalships open to women are those of primary schools and girls' grammar schools, and the policy of forming mixed schools, of which the principals must be men, if continued, will deprive women of all but the less remunerative positions. There is a marked discrepancy between the salaries of the men and women teachers of the higher schools, those of the former being in some cases double those of the latter, though there is no difference in the character and scope of their work."

Evansville, Ind. The school board has elected Frank W. Cooley, the present incumbent, to another term of one year as superintendent.

It is interesting to note that there is less illiteracy in Davenport, Iowa, than in any other city of the United States. There only one and eight-tenths per cent of the population are illiterate. Of the larger cities, Chicago has less illiteracy than New York, Boston or Philadelphia.

Cleveland, O. The board of education has instructed Superintendent Elson to report on the "feasibility and advisability of so simplifying the course of study in the elementary grades that more time might be devoted to the primary branches of instruction, especially with the view of allowing the teachers more time for individual work with the pupils in reading, arithmetic, spelling and letter writing."

An educational commission which recently investigated the work of the schools reported that the instruction in primary branches is inadequate and the action of the board is a result of these investigations.

Memphis, Tenn. A pension system for old teachers will be put in operation by the school board. A committee has been appointed to work out a plan and the teachers have been requested to co-operate.

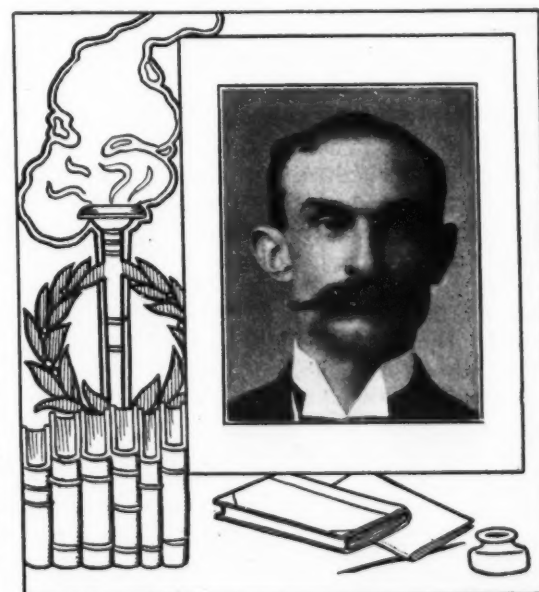
Altoona, Pa. As a means for cutting down the number of pupils who leave school before the end of the term, the school board has adopted resolutions that teachers and principals must report the reasons why each pupil leaves. If these are not satisfactory the pupil will be treated as a truant.

Spokane, Wash. Tuition for non-resident pupils of the high school has been raised from \$18 per year to \$40.

Omaha, Neb. The board of education has determined that the public school janitors shall be on duty every day during the vacation months from 8 a. m. to 5 p. m. In former years the janitors closed up their buildings and repairs were delayed and hindered.

Altoona, Pa. The board of education in adopting several new text books has decided not to introduce them at once, but only to buy copies when books now in use wear out. All expense incident to a sudden change will thus be eliminated and the saving effected will be considerable.

Wichita, Kas. Four so-called "eighth grade relief teachers" have been appointed by the board of education to help the principals of buildings in which there are eight or more classes. In the past these principals have been obliged to devote all their time to teaching the eighth grade and as a consequence have had little or no time to devote to supervisory work except during rest periods. Each of the newly appointed relief teachers will be assigned to two schools. One week she will spend her mornings in one building and her afternoons in the other, reversing the order each week. During her stay the principal will do no teaching, but will look after the work of the entire school. It is expected that with the inauguration of this plan the work of the schools will be improved considerably.



W. D. WILLIAMS
Superintendent of Schools,
Fort Worth, Texas.



School Room Hygiene

Supt. J. W. Olsen of Minnesota has recommended that summer school instructors lay special stress on the teaching of practical school hygiene. Teachers are to be instructed to know the proper temperature of the school room, the best methods of heating, lighting, and ventilating; how properly to seat the pupils, to test their eyes that parents may have warning when it is necessary to consult an oculist, to secure and maintain sanitary conditions in and about the school house. The necessity of pure drinking water, knowledge of adulterated foods, study, exercise and rest, and the effects of stimulants and narcotics will also be subjects drilled into the teachers.

New York City. At a recent meeting of the New York Academy of Medicine, Dr. J. J. Cronin of the health department declared that the work of a considerable percentage of children in the schools is hampered by poor physical condition.

Investigations by the medical school inspectors showed that a large percentage of the pupils were suffering from imperfect teeth, defective vision, imperfect nasal breathing, diseased tonsils or other physical ailments.

It is essential that these ills be remedied, as they affect the pupils' work in school, declared Dr. Cronin. When the ailments are remedied it is found that dullards become bright, and in almost every case the cured child rises in his or her position in the class.

Dallas, Tex. Excellent results ensuing from the medical inspection of the school children are reported by Dr. Hall, who made the examinations. Fifty per cent of the pupils who were found to be suffering with some disease or physical defect have been permanently cured as a result of the treatment following the inspection.

Woonsocket, R. I. The seating of the public schools is being criticised as unhygienic, not more than 25 per cent of the desks being suited to the children by whom they are occupied. But few of the desks are adjustable, and as a temporary makeshift hundreds of them have been raised on wooden blocks that the pupils can use them.

The city council of Wurtzburg, Bavaria, has recently passed a resolution that the teeth of the poor children in the public schools are to be examined and treated free of charge, provided the parents give consent. While American cities have made rapid advance in the matter of medical inspection, none has yet touched the care of the teeth.

A SCHOOL NURSES' ASSOCIATION.

Chicago, Ill. The Visiting Nurse Association of Chicago is the title of an organization of trained nurses which does charitable work in the slum districts, giving especial attention to school children and their parents. In five schools a dressing room is at the disposal of the nurses and surgical aid is given whenever required. During the month of April 447 cases, which otherwise would have been left to chance recovery, were treated by the twenty-four nurses. In addition, 999 visits were made to the homes to care for school children and adults. A circular of suggestions for good health has been formulated by Miss Harriet Fulmer, who heads the organization, and distributed among the children. The circular reads:

TO THE CHILDREN OF THE PUBLIC SCHOOLS:

1. If possible, bathe the whole body every morning.

2. Wash the hair every two weeks.
 3. If vermin should get in the hair, be sure to tell a visiting nurse right away, and she will give you something to cure it.
 4. Clean your teeth after eating. Tooth brushes will be furnished by the Visiting Nurse Association.
 5. No boy or girl need be without soap, towels or wash cloths. Tell the visiting nurse and she will give them to you.
 6. Be sure the water you drink and the food you eat are kept in a clean place.
 7. Sleep in a room where you have plenty of fresh air.
 8. Wear clean underclothing.
 9. Do not put your fingers in your nose or mouth or rub your eyes with your hands.
 10. Do not drink tea or coffee.
 11. Help your parents to keep your home clean.
 12. Take special pride in seeing that your small brothers and sisters are clean and tidy.
 13. Join the Clean City League for boys and girls and do all you can to have the garbage put in the right place. League buttons will be furnished upon application to the visiting nurse.
 14. Boys and girls can do more than grown people to make Chicago the cleanest and healthiest city in America.
 15. Window boxes and flower seeds will be given to any boy or girl who will care for them.
- The school nurse is the latest development of the medical inspection idea in the public schools. To a certain extent the school nurse supplants the physician in inspecting suspected cases of illness. Aid to children with small wounds and sores, examination of eyes, ears and teeth are properly, also, part of her duties in the schoolroom. But her chief work is in the homes of children who are ill. As practiced in New York and other cities the nurse is sent to the home of sick pupils to investigate the care of the patient and the conditions of the home, to provide medicines, to give advice and counsel to the parents. Here the work of an enthusiastic, earnest nurse can become most effective, especially in so-called slum districts. While it is true that but little can be done for the adult inhabitants of such neighborhoods, attention to the children and care that they grow up healthy in body and mind and impressed with the value of cleanliness, health and good habits will do much to reclaim them and minimize the effects of their surroundings.

SCHOOL LIFE AND HEALTH.

"The effects of School Life Upon the Health of Children" is the important topic discussed in the June number of the North American Review by Dr. G. Woodruff Johnston.

Investigations on this subject in the United States have been few, superficial and fruitless, but examinations made in Europe throw considerable light upon it. All the European investigations which Dr. Johnston makes the basis of his inquiry disclosed an astonishing amount of ill health among school children, the morbidity in school boys ranging from 20 per cent. in Great Britain to 37 per cent. in Sweden, and among school girls from 16 per cent. in Great Britain to 62 per cent. in Sweden.

Dr. Johnston enumerates the chronic conditions of which this sum total of ill health was made up, and points out that the amount and

degree of ill health increased, not with age in years, but rather in direct proportion to the number of work hours and to the increased burden of studies, as progress was made upward from grade to grade.

Dr. Johnston expresses the opinion that the results obtained from European investigations must indicate the conditions which obtain in this country.

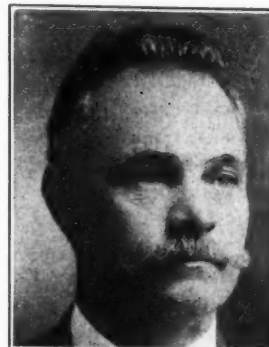
Many observers have remarked that the overworked scholar, notably in our high school grades, is of a weaker fiber and has a less well-balanced nervous system than other members of the same family, of approximately the same age, who stay at home. Dr. Johnston says:

"The rapidity with which fatigue shows itself is well illustrated by the experiments of Buergerstein, who gave to a number of school children, in the first hour of the first day's work in a week, a series of equally simple mathematical problems, and who found that the period required for and the difficulties attending their solution (the latter as evidenced by the number of errors undetected by the scholar, or discovered and rectified by him) increased pari passu with the flight of time and reached their maximum in the third quarter of the hour of the experiment.

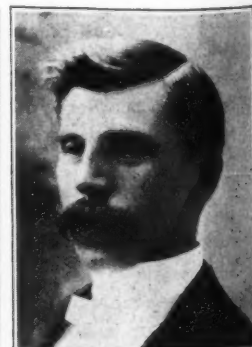
"Conversely, the readiness with which fatigue yields to proper rest or diversion, and the increase in capacity resulting therefrom, are well shown by the fact that up to a certain point the shorter the period of study, and the more frequent and prolonged the interval of rest, the greater the quantity and the better the quality of work done. In many cities where limited schoolhouse capacity has made half-day sessions necessary, teachers have been astonished to discover that twice as much work was accomplished as under the old plan, and with far less weariness and worry."

Buffalo, N. Y. The board of health has disinfected all text books in use in the public schools. An unused room was selected in each school building and into this the text books were taken by the pupils and spread out as directed. The room was then closed and the fumigation carried on by means of formaldehyde gas. During the summer before, the health department fumigated the books during the vacation period and found the work of handling the books to be slow and troublesome without the help of the pupils.

Dayton, O. Several of the public school buildings are declared by the Men's Welfare League to be in an unsanitary condition. Especially, fault has been found with the Smead closets. The league recommended that the janitor service be so organized that each school will be thoroughly cleaned each month. The janitors should be selected according to fitness and ability rather than for politics or creed.



DUNCAN U. FLETCHER
Jacksonville, Fla.
Pres. School Board



W. R. O'NEAL
Orlando, Fla.
Pres. School Board

It is a fair acceptance of the edge of the all definite "Five Essences" for accuracy branches are need.

In this day times overlook successful teacher's range of the spelling, arithmetic, grammar. A variety of requirements to preside over a

Have you inaccurate in weak in the order or the other hand, means accurate constant, living. The teacher of the child than awakening of essential things.

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She must know and how she pupils, before sults. "A te Tompkins, come inspired then, approach with his mess forward and his thought. to be present teacher's bein and life."

A teacher "After I got the idea me that those to sit down hastily over for the next by the pupils All at once the right thing is a needs of the to make the a recitation message for Would the importance of the recitation desire to qu highest good

*Reading, as specified by

THE TRAINING TEACHERS NEED MOST.

By J. W. Searson, Professor of Literature and English, State Normal School, Peru, Neb.

It is a faithful saying and worthy of all acceptance that teachers need a definite knowledge of the common branches as the basis of all definite instruction. The revival of the "Five Essentials"* and the constant demand for accuracy and definiteness in the common branches are public acknowledgments of the need.

In this day of theories and methods we sometimes overlook this essential element of a successful teacher. There is no substitute for ignorance of the essentials of reading, writing, spelling, arithmetic, history, geography, and grammar. A teacher lacking in these elementary requirements should not be permitted to preside over a school—for she cannot teach.

Have you observed that the teacher who is inaccurate in addition, poor in spelling, or weak in the use of language, seldom has good order or the respect of her pupils? On the other hand, the teacher whose very presence means accuracy and thorough mastery stands a constant, living inspiration before her pupils. The teacher can bring no greater inspiration to the child than that which is born of the child's awakening consciousness that he can do a few essential things well.

The Spirit of Carefulness.

Assuming a reasonable knowledge of subject matter, there is another important element in the training of teachers—the spirit of careful, definite preparation for the recitation. This preparation should involve first, a term survey of the work to be accomplished, and second, daily preparation for each specific recitation. The teacher must feel that she has a case to win or lose at each class hour. She must plan the work definitely, systematically, conscientiously, and habitually—to win her case.

She must know exactly what she is to teach, and how she can most effectively appeal to her pupils, before she can accomplish definite results. "A teacher has no right," says Arnold Tompkins, "to hear a lesson until he has become inspired through a deep study of it; and then, approaching a class filled and thrilled with his message, the pupils unconsciously bend forward and are fused into one by the heat of his thought. * * * Whatever the thought to be presented it must be so wrought into the teacher's being that it will glow with warmth and life."

What a Teacher Said.

A teacher recently wrote me this letter:

"After I had taught three years, I at last got the idea of true preparation. It seems to me that those years have been wasted. I used to sit down at my table in the evening, skim hastily over the textbook passages of the lesson for the next day so I would not be tripped up by the pupils. I used to think that was enough. All at once it came to me that I was not doing the right thing. Now, preparation for the recitation is a more serious business. I study the needs of the boys and girls. I try to find how to make the lessons interesting. I never begin a recitation now without feeling that I have a message for my pupils."

Would that every teacher could realize the importance of the spirit of true preparation for the recitation, and be possessed of a "burning desire to quicken the soul of the child into the highest good of life!"

With capacity to plan and prepare her work, the teacher must have power to execute her plans tactfully. The ideal is to give all the children something to do which develops them, and to inspire in them the right motive for doing it. Years of experience, the most careful professional training of the normal school, the ripe scholarship of the university, nay, even the infinite powers, are helpless before the task of making this ideal real, until she who teaches sets herself to work thoughtfully, earnestly, and effectively to glorify the ideal by making it a daily experience in her schoolroom. If, as a habit, she can lead all her pupils to solve their daily problems with right motives, then she exemplifies one of those essential elements of the training teachers most needed.

Trait of Character.

The next element in training involves a necessary trait of character. So far I have assumed without discussion that every teacher should have good health, good common sense, and good character. One element of good character showing unusual common sense is absolute loyalty and dependableness.

The teacher who can be depended upon in sunshine and in storm to live true to her high ideals and loyal to her pupils, her patrons, her board and her superintendent, is daily living into a richer life experience which stamps her character pure gold. This daily living of absolute loyalty to all the interests of the school is a training which gives the character its perennial sweetness and charm; for after all the lessons are said, that which the child will inherit as the priceless legacy of his school days will be the view he takes of life, and the ideals his soul has acquired in that unseen communion with the soul of the teacher.

Loyalty, fidelity, and transparent genuineness of soul in the teacher must form, to the pupil, "a well of living water springing up unto everlasting life."

Tactful Discipline.

One cannot be true to his pupils without leading them to self-control. For this, power to exact tactful discipline is necessary. Many teachers excuse the rankest disorder on the grounds that the pupils are governing themselves. The fact is the pupils are anarchists—they are without government.

It is the business of the teacher to do her part in the interest of law and order. She is under as deep moral obligation to minister to the needs of her pupils in matters of control as is the parent to minister to the physical needs of the child. We shudder when we hear that a mother has exposed her helpless child to die; yet we are silent when we see about us scores of pupils uncontrolled, in whom the seeds of disorder, riot, and anarchy are being sown to spring into bitter fruitage an hundred fold.

I believe it is the solemn moral obligation of every teacher to exact reasonable discipline. If experience has not developed in you this power, fellow teacher, you have either missed your calling or you have not done what you could. You need that courage of soul and grace of spirit to wield power with tact and without compromise, that you may reach out a strong restraining hand only to leave a halo of kindest influence.

The True Spirit.

After all, the training teachers need most is that summed up in the words, "the true spirit of the teacher." To possess the spirit of a true

teacher is to be liberally trained and educated in the best sense. Teaching means sacrifice; it means devotion to lofty ideals; it means unselfish service. The true teacher knows no hour of beginning, and no hour of closing her work. Her work is her life and she hails every opportunity to do good not as drudgery but as delight. The true teaching spirit postulates all necessary training. Professional literature, educational meetings, professional training schools, foster and in turn are fostered by the true teaching spirit. It is this spirit that sustains in discouragement, and bears its possessor to sure professional victory. It is this spirit which has led the world to the recognition that "there is nothing on earth so precious as the mind, soul, character of the child." The true teacher develops in the soul of the child an insatiable craving for truth, and leaves him, when school days are closed, happy, hopeful, and eager to live the noble and the true. Happy that teacher who, near life's sunset, can look back along the way and see here and there a struggling soul with strong heart and head erect, who is proud to own, "She made me what I am."

The teaching spirit gets its vitality from sympathetic touch with the great world of men and women. The teacher must keep in touch with the life of her community. She needs to brush up against the practical business and professional world. She must know business and professional ideals. She must deliver the goods. To do this she must know sympathetically the needs of her patrons.

So far I have considered as essential elements in the training teachers need most:

1. Thorough knowledge of the common branches.
2. The spirit of regular, general, and daily preparation for work.
3. Capacity to plan and power to execute plans.
4. Absolute loyalty and dependableness.
5. Power to exact reasonable discipline.
6. The right spirit of teaching.
7. Contact with the business and professional world.

A teacher may possess all of the above essentials, yet lack in one of the rare graces of the true teacher—the spirit of earnest, thoughtful, even prayerful meditation. In the quiet hour of meditation the daily schoolroom scenes pass in review before her. She forgets the bad and keeps the good and true as a basis for more consecrated effort. The unseen forces of her soul gather fresh for greater victories. She plans new campaigns. She "rests, not for dreams, but for greater power to be and to do." In this hour, alone, her spirit frees itself from dross, and there comes to her clear and true a voice from the rifted clouds saying, "The child is the living witness of the presence of God."

She rises refreshed, and as the happy faces greet her, the dingy old schoolroom is transfigured and she resolves, in her work henceforth, "to build there three tabernacles—one for the pupils, one for the teacher, and one for the great Teacher of Teachers," for she feels that "it is the will of the Father that none of these little ones should perish."

Neenah, Wis. The rules relating to the duties of janitors have been so amended as to provide that the janitors shall oil the floors, repair, clean and varnish desks whenever ordered.

*Reading, geography, arithmetic, history, grammar as specified by State Supt. J. L. McBrien of Nebraska.

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JUSTICE FOR ALL.

Now and then we hear of school board scandals that stir up whole communities. Sometimes it happens that merely one member of a board is under suspicion, but oftentimes members collectively have been placed in an unfavorable light.

In some cases the opposition is occasioned by mismanagement in the administration of school affairs, while in other instances the matter is purely personal and of the most venomous type. We wish to speak of the latter, for of late our attention has been brought to it by recent news items from various cities.

Whenever a member or the public prefers charges of a personal nature against another school board member it behooves the entire board to speedily ascertain the truth of these statements. If after a thorough investigation they are found to be true, even though they concern the accused in his own private affairs, it devolves upon the board to demand his resignation. There should be no delay, for if the matter is put aside and acted upon in a listless manner there will be unwarranted criticism by the public, outspoken or otherwise, of the entire board. Newspapers are eager for sensational news and they are apt to elaborate upon minor details implicating other innocent members.

The board of education is a body which must be above all suspicion, and men who do not individually hold public confidence cannot hope to do so collectively, especially if any one member is under suspicion. The parents look upon the school board as the guardians of their children; their children are their hope and pride; and so from these guardians are exacted high ideals of honest, upright manhood.

Friendship or personalities must not enter into the question; it is the principle that is involved. A few men cannot justly oppose the voice of the public after accusations are substantiated, and after all it is but a question of self-preservation to be guided by the sentiments of the public. There can be no middle ground. Action against school board members placed under the ban must be expeditious and decisive.

GETTING READY FOR NIGHT SCHOOLS.

It would seem somewhat early to discuss night schools and the preparations leading to them, but, the recent enormous influx of foreigners into all parts of the United States will demand attention in this direction.

Night schools are an important adjunct

to the public school system and deserve the highest attention; hence, timely provision for their establishment and conduct is desirable. Experience has taught that this branch of education does not receive the recognition at the hands of those who ought to avail themselves of it which it deserves. It has further taught that night schools require a different plan of management than do day schools, in order to attain desired results. Nor can it be held that night schools, as a rule, have been a success in point of attendance. The classes have a tendency to dwindle down until the meager attendance forces their abandonment.

There are many localities where the conditions warrant large night school classes. In order to secure students—and school boards should leave nothing undone to attract them—effort must be made in the way of public announcements. After the students have been secured they must be held, and here the quality of the teacher comes into direct play.

An enthusiastic and at the same time practical teacher will hold his classes until the close of the term, whereas, the everyday drone will soon lose the attendance. While the young men and women who attend may realize the value of a training which they missed at an earlier age, the question of interest and attractiveness is nevertheless a strong factor.

It is the sensible, practical, wide-awake teacher that counts here—the man or woman who recognizes the immediate needs of his or her students and that can supply them in the most direct and effective manner.

School boards should inquire into the cause of a falling off in the attendance. In nine cases out of ten they will learn that the teacher has failed in holding the interest and application of the class.

The initiative for the establishment of night schools should be taken by the school board in the interest of popular education. The need may exist without pressure being placed upon the school authorities. These must be and are the best judges as to the utility and desirability of establishing night schools.

WHERE TO DRAW THE LINE.

In a speech on the appropriation bill for the Washington public schools, Mr. Burlison of Texas vigorously balked at appropriating Government money to equip the school playgrounds with balls, bats, poles and other apparatus. The bill in question, he declared, leaves nothing for children or parents to furnish except food and raiment, and that, he added, will presumably follow in good time. His note of warning against a paternalistic school policy is worth hearing:

"Where are the children, in so far as the public free school system is concerned, to learn the all-important lesson of self-reliance? Are we not in this step which we are taking, and in some we have already taken, planting the seed in the minds of the youth of this country that is to germinate and grow, ultimately to blossom and finally to fructify into socialism full blown? Will not these classes of youths who are now being brought up by this system

finally come to believe that they can look to the government for anything and everything, and that they are to depend upon themselves for nothing?

"Our forefathers were not brought up under this system, and no one can say that they have not made brighter the pages of history by reason of the fact that they were not so brought up. Their chief characteristic was self-reliance. They learned this lesson not only at home, but they learned it in the schools, which they frequently provided for themselves. They never knew the meaning of free textbooks. In this day and generation if a musical instrument is needed for these schools they appeal to a beneficent government for it. In days gone by school entertainments were given—other means were adopted whereby the children and the teachers relied upon themselves to provide these things that they thought were necessary, and especially was this done if what was needed was required for their pleasure. Now that practice has been brought to an end.

"They look to the government for everything that the government will consent to furnish them. Now, I submit to you the query: If Washington is made the model city of the United States with reference to her public schools, as she should be, and also in all other matters—if other cities of our country, following the example here set, should adopt this policy of doing everything for the children and expect the children to do nothing for themselves, what effect will it ultimately have upon the character of the American people? Will those who come after us have the same spirit of self-reliance which characterized our ancestors, and which, in my opinion, was the one trait that enabled them to succeed where weaklings and dependents would surely have failed?"

COLLECTIONS IN THE SCHOOLS.

The New York board of education, with President Winthrop at its head, has set an example which school officials throughout the country would do well to copy. There are to be no collections in the schools for the relief of San Francisco sufferers. To a certain extent this is a violation of precedent. When Galveston was destroyed, collections were taken in the schools of New York, and collections for the relief of local poverty, to say nothing of buying gold watches for principals and other gifts, have been frequent. The New York board takes this occasion to stop all such collections, and the sooner other cities follow the new example, the better it will be for all.

"The reason for such a ruling is not far to seek," says a Nebraska writer. "The children of rich and poor parents attend the same schools. And children universally are both sensitive and boastful. The child who can bring a dollar for the collection boasts of it and assumes an air of superiority over the child that has but a quarter. The child whose parents give him a dime for the collection feels himself immeasurably more important than the street gamin who earns and gives only two cents. While the child who can give nothing for the time being becomes a pariah. He is hurt by the attitude of his schoolmates and goes off by himself to brood over the injustice from which he suffers. It matters not



The teachers of

how worthy is taken, the poor alike.

"Children with others' suffering. should become school collect other traits and in Sunday always a part give, and w is likely to is set for a are focused interested, n gifts of othe to awaken a is put upon far the better ers, who are charity in care, would fering and through wh leave it to how much money or l Along with be carefully to which th said, 'Let r right doeth in school co bidden, no where."



Prof. Louis N. Y.,



The teachers of St. Paul, Minn., are notified of an increase in salary.



Honor a pupils' popular song writer.



What the late graduate is doing.

how worthy the cause for which the collection is taken, the net result is harmful to rich and poor alike.

"Children should be trained to sympathize with others' woes and to give for the relief of suffering. Charity, like every other virtue, should become habitual in childhood. But the school collection is far more apt to inculcate other traits rather than charity. In churches and in Sunday schools, where an offering is always a part of public worship, children can give, and whether the gift be large or small is likely to pass unnoticed. But when a day is set for a collection in the schools all eyes are focused on the event. Every child is interested, not only in his own gift, but in the gifts of others, and a compulsion that is likely to awaken an emotion far different from love is put upon parents and children alike. By far the better way for both parents and teachers, who are anxious to inculcate the virtue of charity in the children committed to their care, would be to tell the children of the suffering and need, point out to them the avenues through which gifts could be sent, and then leave it to each child to decide for himself how much he wants to take from his spending money or his earnings as a gift of charity. Along with training in giving, children should be carefully taught in that essential of charity to which the great Teacher referred when he said, 'Let not thy left hand know what thy right doeth.' It is because this is impossible in school collections that they should be forbidden, not only in New York, but everywhere."

THE CHICAGO SITUATION.

The school situation of Chicago is rapidly approaching a crisis. Mayor Dunne has made his school board appointments. These, it is said, conform with the policy of the Chicago Teachers' Federation. It will mean the downfall of Superintendent Cooley and a radical change in the policy of the school board.

The new members of the board are Dr. John Guerin, Louis F. Post, Raymond Robins, W. W. Mills, J. J. Sonstebj, P. Shelly O'Ryan and Philip Angsten. Nearly all of these new men are known to be in sympathy with the organized teachers, who are against the school book trust, who are in favor of a liberal school policy, and who have been fighting that coterie of trust agents alleged to have been represented by Edward Tilden, president of the board, who goes out.

RULES AND REGULATIONS.

Boston, Mass. The school board has adopted several new rules which constitute radical changes in the former policy of the schools. The first rule permits any teacher who has been in the service seven years to be granted a year's leave of absence for travel and study abroad, with half pay. The superintendent is given discretion in granting the vacation and he must be satisfied of the course of study to be undertaken. The second rule, and perhaps the more important of the two, reduces the course of study in the elementary schools from nine to eight years. The working out of this rule will occupy three years, but the entering classes next fall will at once commence upon the new

course of study, which will take them through the schools in eight years. Those in the higher grades now will be obliged to complete the nine year course.

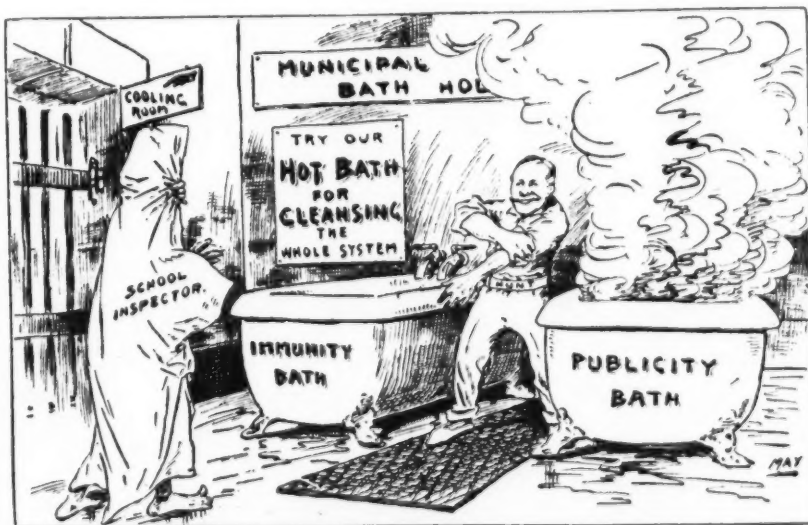
The surplus of teachers thus furnished will be absorbed by the constant demand of increase. It is estimated that by not being obliged to increase the teaching staff for at least four years sufficient money can be saved to establish a teachers' pension fund, which the present board is anxious to do.

Providence, R. I. The school committee recently made radical changes in its bylaws. The chief amendments provide that the superintendent of schools shall make all assignments of teachers and principals subject to the approval of the proper committee. Preference shall be given to eligible applicants for grade appointments to bona fide inhabitants of the city. Principals of primary schools shall be chosen from the teachers employed in the schools of this class, subject to the approval of the committee on grammar schools. No person shall be appointed a principal of a grammar school unless he holds a degree from a college, polytechnic or normal school. Appointments to grammar principalships shall be approved or disapproved by the committee in writing.

Goshen, Ind. The school board has adopted rules providing that all teachers appointed to positions in the high school must be college graduates. Applicants for grade work must hold state certificates. A written statement enumerating the educational journals subscribed for and read by the teachers is also required of all applicants.



Prof. Louis Ross of Albany, N. Y., in cartoon.



The School Board of Detroit, Mich. to be investigated.



How a Chicago cartoonist views the School Board appointments of that city.

PUBLIC SCHOOL ARCHITECTURE.

The demands which the constant growth of population are making upon the board of education are indicated by the statements showing the outlay for buildings during the last year and the projects for the next twelve months, says a Chicago editor. These two together provide for thirty-one new schoolhouses, with capacity for 30,000 additional pupils, and cost in round numbers \$5,600,000.

The taxpayers are liberal in their contributions for the erection of school buildings, and they have a right to insist that there shall be no needless expenditure of money on them—no attempt to build architectural monuments for the glorification of the board or of some architect.

The essentials in the construction of a schoolhouse are the maximum of light and the proper amount of ventilation. These two elements are absolutely necessary in a satisfactory building. No funds needed for perfect machinery for ventilation should be spared, skilled supervision, of course, being demanded. The injury to the eyes of the boys and girls and the depressing effects upon the mental activity occasioned by defective light and bad ventilation are so generally recognized that no one can find fault with the proper outlay to remedy such faults.

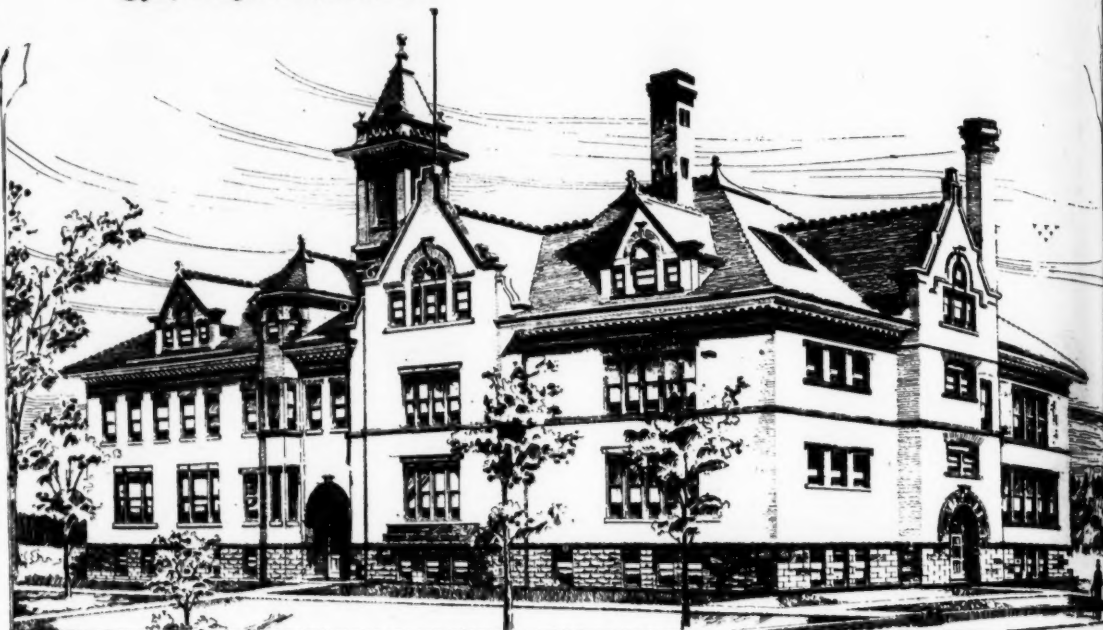
The pressure on the board of education to spend money for good light and pure air is not so great as it is to use the funds in ways less beneficial to the children. Architects urge the board to erect artistic schoolhouses, the contemplation of whose exterior shall imbue the boys and girls with a love of beauty. It is not desirable that a school building should be a hideous structure, built on the lines of a cotton mill, but it is not necessary that it should be unreasonably expensive in order that it may not be ugly. A good architect is able to secure pleasing results without a lavish outlay.

When the board has erected an ornate and costly building it is told that everything in it must be in keeping. The other day a committee considered the purchase of some chairs for a new schoolhouse. Those of one pattern will cost \$1.45 apiece and those of another 85 cents. The cheaper ones are as good for all purposes as the dearer ones, but those who favored the latter laid great stress on the absurdity of buying 85-cent chairs for a building which cost between \$150,000 and \$175,000. There would be a lack of harmony which would not offend the school children, but which would be offensive to those who have culture.

Utility and economy, not art and extravagance, should be the motto of the board of education. The greater the degree of economy displayed, the greater will be the number of children provided with school accommodations by the expenditure of the \$5,600,000. That is a large sum, but, in justice to the taxpayers and the school children, not a dollar of it should go for useless ornamentation and costly architectural fripperies.

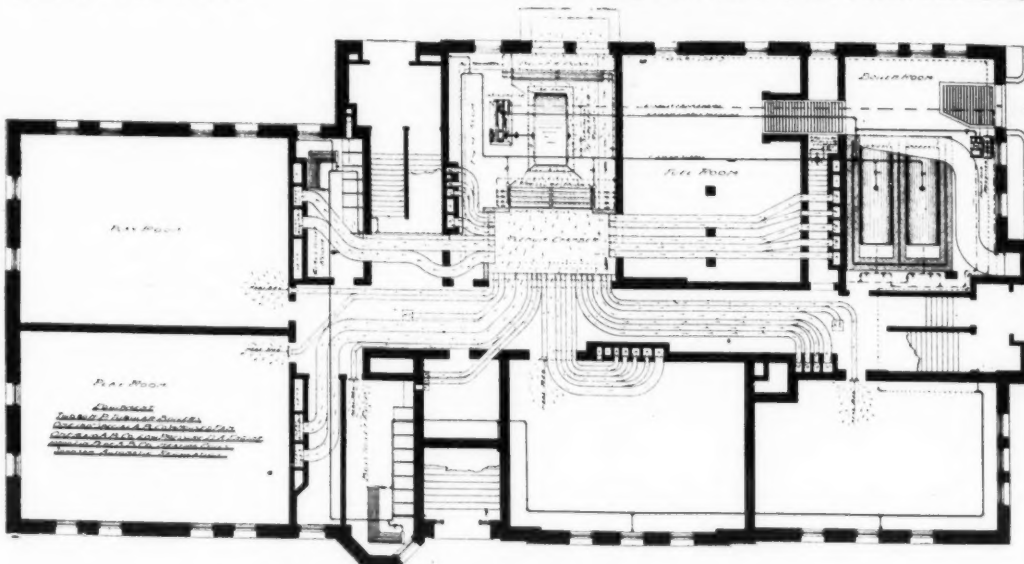
Philadelphia, Pa. The building program of the board of education calls for an expenditure of \$1,000,000 within the next twelve months on elementary school buildings. Besides this several high schools are projected, and a number of grade schools are nearing completion. The policy of the board is to erect substantial fireproof structures, complete, convenient and sanitary according to the most advanced practice of the day.

New York City. The board of education has requested an appropriation of \$4,000,000 for new school sites, and \$10,000,000 for new buildings.

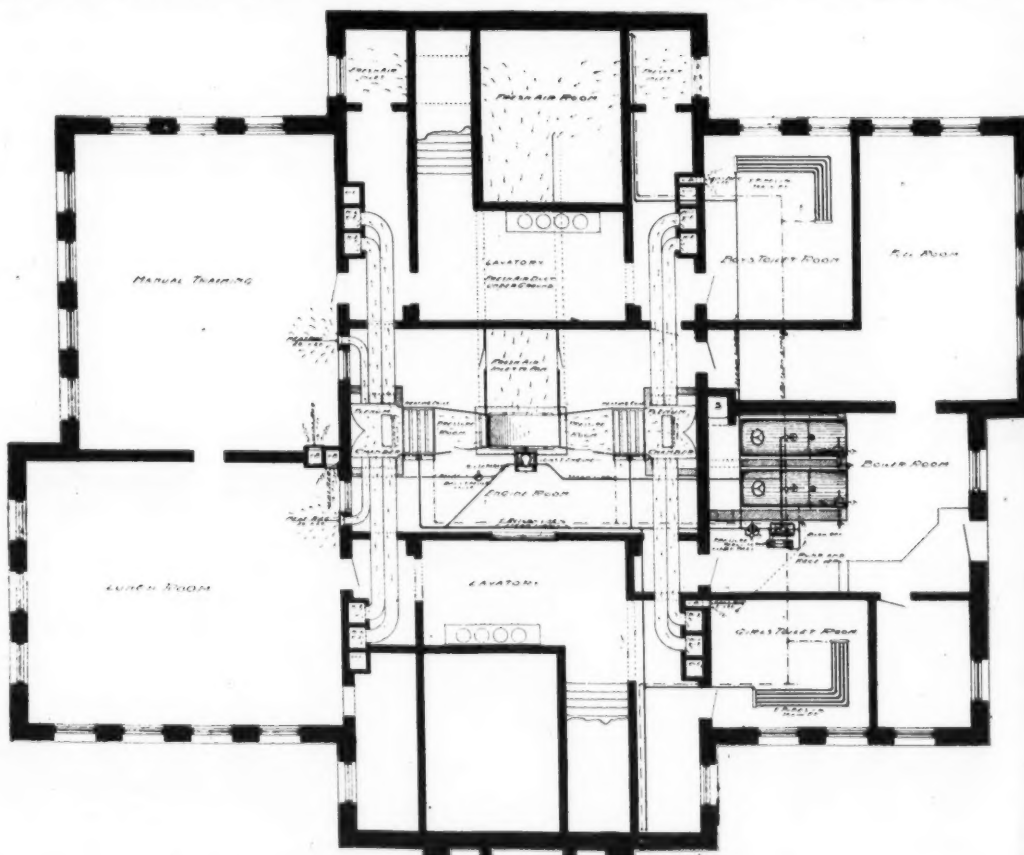


HIGH SCHOOL BUILDING
MONTICELLO, IND.
CHANDLER & PARK, ARCHT.
PLATE VII

NEW HIGH SCHOOL BUILDING, MONTICELLO, IND.,
Chandler & Park, Architects. Bryce Heating and Ventilating Co., Toledo, Heating Engineers.



BASEMENT PLAN, HIGH SCHOOL, MONTICELLO, IND.
Chandler & Park, Architects.
Heating and Ventilating Apparatus designed and installed by the Bryce Heating and Ventilating Co., Toledo, O.



BASEMENT PLAN, NEW SCHOOL, WINCHESTER, IND.
Grindle & Stiles, Architects.
Heating and Ventilating Apparatus designed and installed by the Bryce Heating and Ventilating Co., Toledo, O.



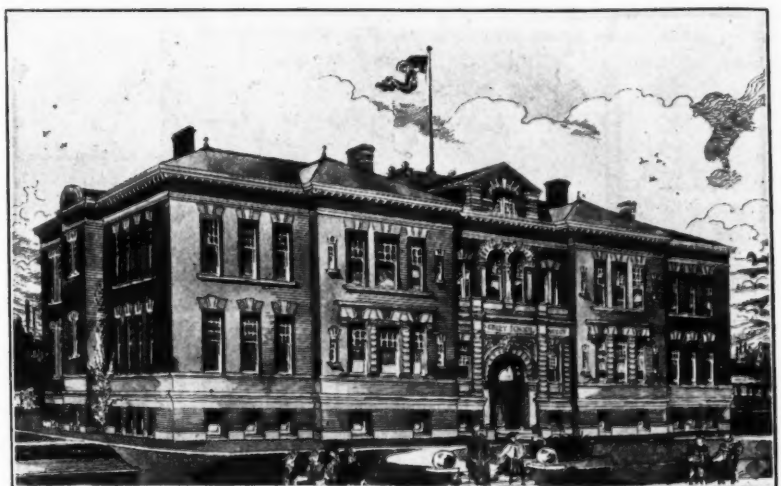
NEW SCHOOL, WINCHESTER, IND.
Grindle & Stiles, Architects, Muncie, Ind. (See heating plans on opposite page.)



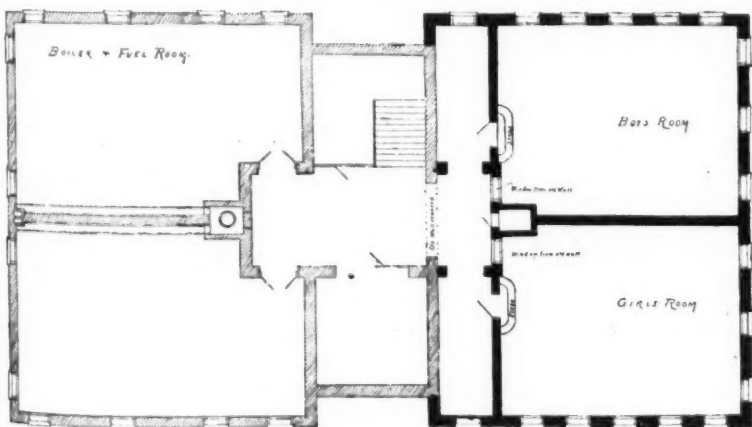
PHILLIPS BROOKS SCHOOL, BOSTON, MASS.
A. Warren Gould, Architect, Seattle, Wash.



FRONT ELEVATION, SCHOOL AT VALLEY, NEB.
A. H. Dyer, Architect, Fremont.



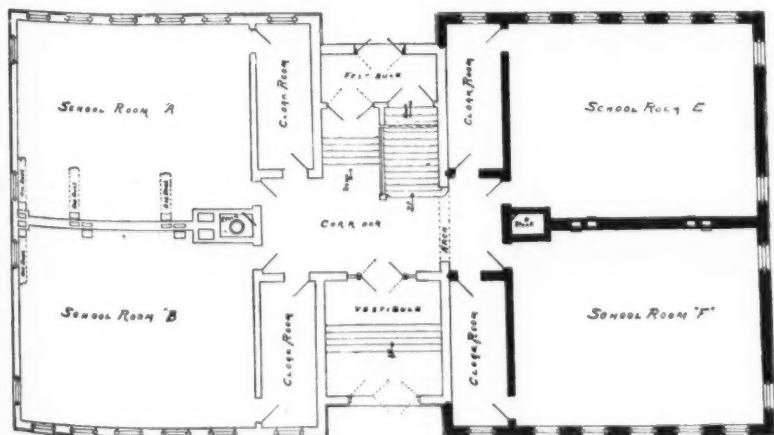
McKINLEY SCHOOL, MUNCIE, IND.
Alfred Grindle, Architect, Muncie.
Heating apparatus installed by Bryce Heating and Ventilating Co., Toledo, Ohio.



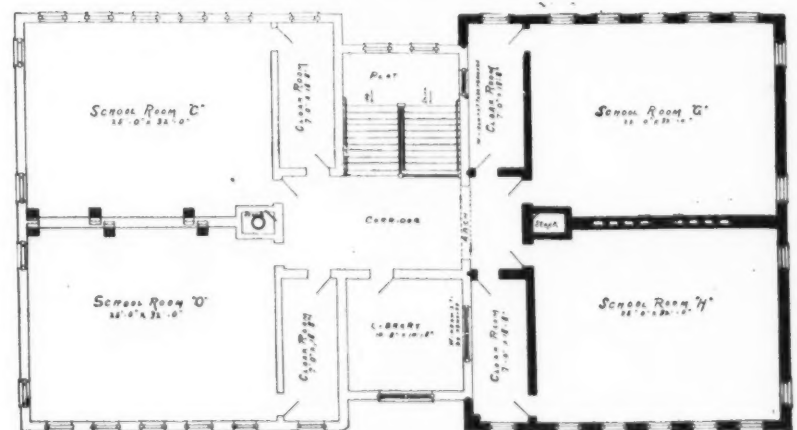
BASEMENT PLAN, SCHOOL AT VALLEY, NEB.



NEW HIGH SCHOOL, SACRAMENTO, CAL.
Henry F. Starbuck, Architect, Oakland, Cal.



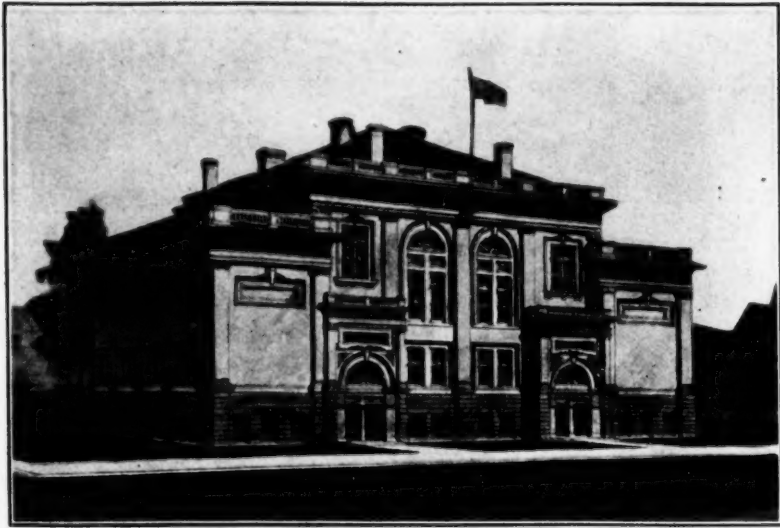
FIRST FLOOR PLAN.



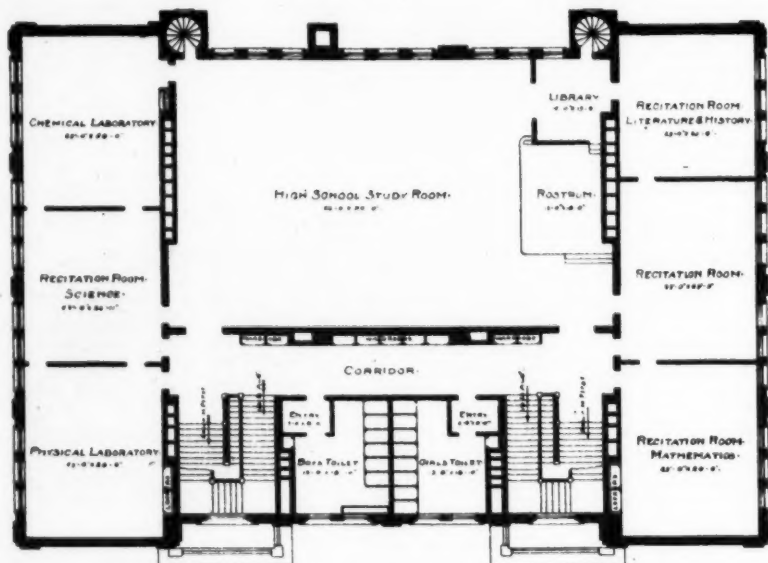
SECOND FLOOR PLAN.

FRONT ELEVATION AND FLOOR PLANS, SCHOOL BUILDING AT VALLEY, NEB.
A. H. Dyer, Architect, Fremont, Neb.

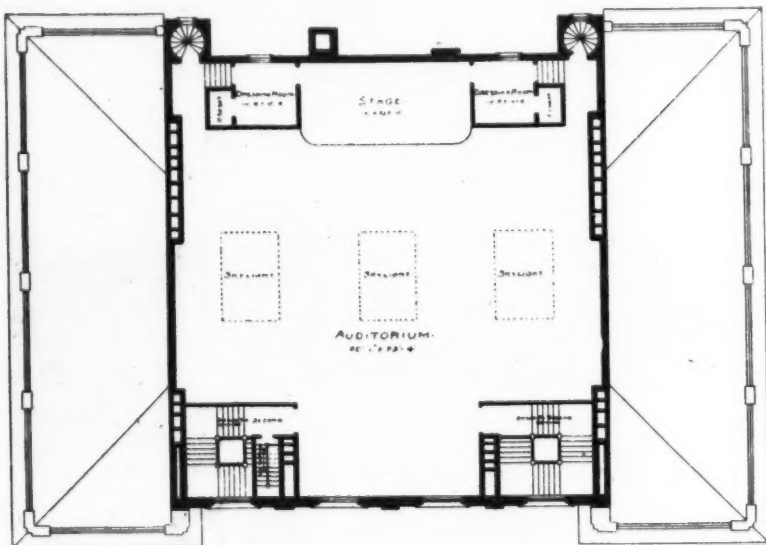
This building originally consisted only of the portion in outline. The heavily shaded part was added last year.



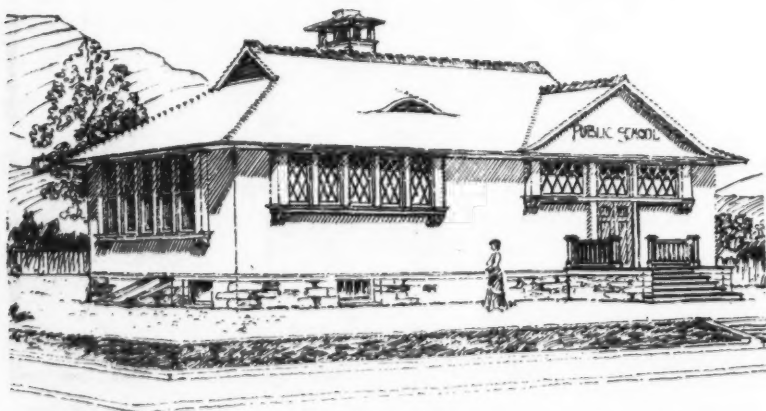
NEW HIGH SCHOOL, HIBBING, MINN.
W. R. Parsons & Son Co., Architects, Des Moines, Ia.



SECOND FLOOR PLAN, NEW HIGH SCHOOL, HIBBING, MINN.

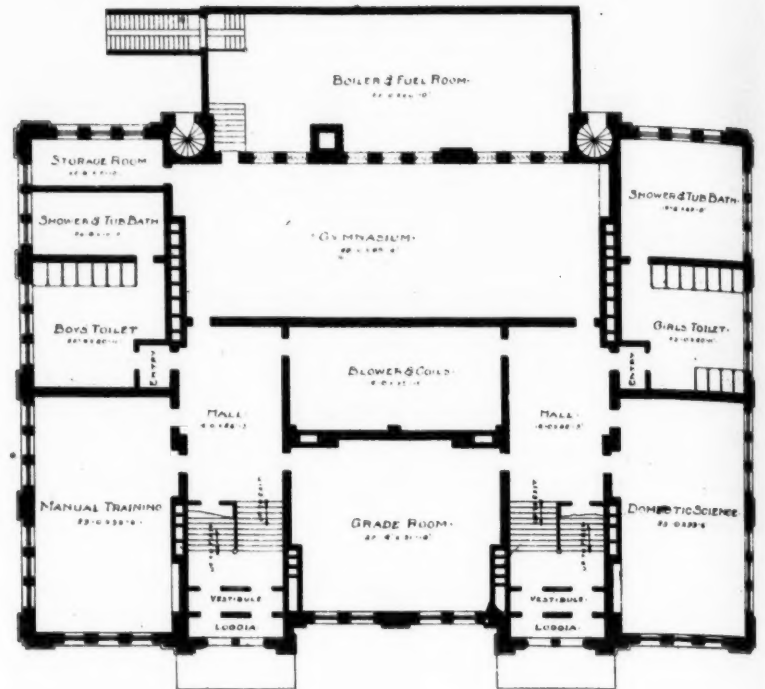


THIRD FLOOR PLAN, NEW HIGH SCHOOL, HIBBING, MINN.

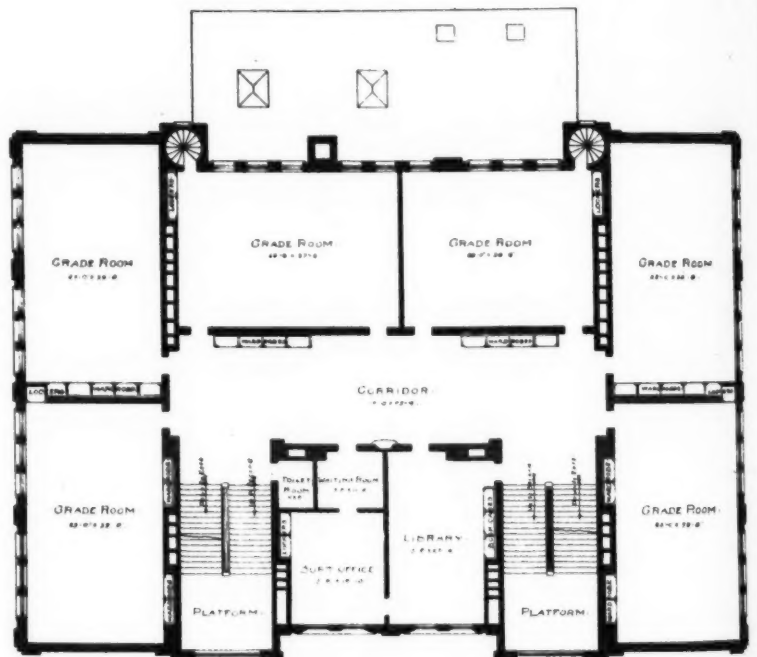


PERSPECTIVE.

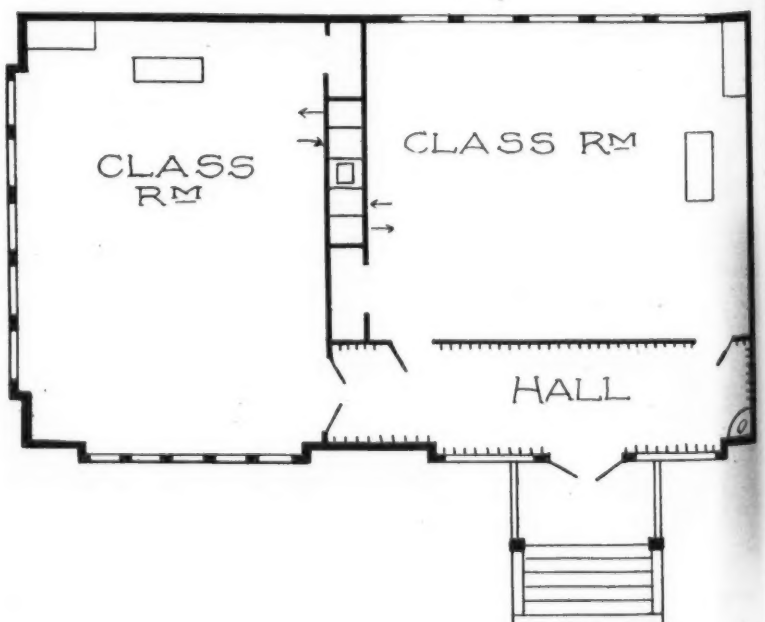
DESIGN FOR A TWO-ROOM SCHOOL BUILDING.
George M. Bryson, Architect, Colorado Springs, Colo.



BASEMENT PLAN, NEW HIGH SCHOOL, HIBBING, MINN.
W. R. Parsons & Son Co., Des Moines, Ia.



FIRST FLOOR PLAN, NEW HIGH SCHOOL, HIBBING, MINN.
W. R. Parsons & Son Co., Architects, Des Moines, Ia.



FLOOR PLAN.



Peoria, Ill. present in a were when Su discovered las ousted eight l education and electing the e ing operation the school ta superintendent There is a de ury and the by the tax c tirely new bo mon council. Chicago, Ill president of t is only thirty one year on t ally energetic affairs and i from his fel dent.

Pekin, Ill lengthened t Boston, M high schools school comm gard to treat pins, conduct parties for t read:

The Head regard it th school enterp courage pup form indepe activities of it best that their approv

The Head the influence velopment o student bod ganization w All comm

ness for a c subject to th No Head

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M. S. S. Gene

Among Boards of Education

Peoria, Ill. The schools of Peoria are at present in a more chaotic condition than they were when Supt. Dougherty's defalcations were discovered last October. The circuit court has ousted eight hold-over members of the board of education and in effect declared the method of electing the eight new members illegal. Building operations, repair work, the spreading of the school tax levy and the appointment of a superintendent of schools are all being held up. There is a deficit of \$80,000 in the school treasury and the funds due the board are withheld by the tax collector. An election for an entirely new board has been called by the common council.

Chicago, Ill. Emil W. Ritter has been elected president of the board of education. Mr. Ritter is only thirty-six years of age, and has served one year on the board. He has been exceptionally energetic in his committee work on school affairs and it is his great earnestness that won from his fellow trustees his election as president.

Pekin, Ill. The board of education has lengthened the school year to ten months.

Boston, Mass. The principals of the Boston high schools have submitted resolutions to the school committee outlining their policy in regard to treatment of class officers, purchase of pins, conduct of athletic meets and class officers' parties for the high schools. The resolutions read:

The Head Masters of the Boston high schools regard it their duty to supervise carefully all school enterprises. While aiming always to encourage pupils to exercise self-reliance, and to form independent judgments concerning the activities of student life, the Head Masters deem it best that final action be not taken without their approval.

The Head Masters will endeavor to make all the influences of their schools tend to the development of such a public sentiment in the student body that all service to classes or organization will be regarded as a public duty.

All committees chosen to transact any business for a class or school organization shall be subject to the approval of the Head Master.

No Head Master will approve a contract which does not contain clauses that prohibit the dealer from offering or giving, and the representatives of school or class organizations from asking or receiving special considerations of any kind whatsoever.

Stevens Point, Wis. A resolution has been adopted by the board of education that a clause be inserted in the teachers' contracts retaining

one-half month's salary. The deduction is to be made during the second month of the first school term and is to be retained until the close of the school year as a guarantee that the teacher live up to her contract.

Cleveland, O. A levy of 6.4 mills for school purposes has been determined by the school authorities. The estimated receipts from this tax together with revenues from other sources will leave a balance of over \$200,000 in the school treasury which may be applied to salary increases for the teachers.

Kansas City, Mo. It has been computed that the cost of instructing a pupil in the high school for one day is 35.1 cents. In the grade schools the cost is 15.15 cents for each child and in the kindergartens 16.3 cents.

Freeport, Ill. The board of education has amended its rule so that only college graduates shall be eligible for positions in the high school. Present incumbents are exempted from the operation of the rule. The teachers of manual training and domestic science may also be exempted, provided they are well qualified to teach their respective studies.

The rule regarding resignations was amended to read: "No teacher shall resign without giving two weeks' written notice to the president of the board of education."

Worcester, Mass. The marking system prevailing in the public schools has been changed to conform to the method recommended by a special committee of the school board. The following rules have been adopted:

"Every teacher in the elementary and high schools shall keep a record of the standing of all the pupils under his charge, in both percentage and letters. The marks in percentage and letters shall be kept on file in the principal's office.

"Marks from 90 to 100 shall be considered equivalent to A; from 75 to 89 inclusive, equivalent to C; below 60, equivalent to D. Upon pupils' reports marks shall only be given in letters. Marks in percentage shall be open to the inspection of members of the school committee, the superintendent and the parents or guardian.

San Francisco, Cal. The school board has created an unassigned list upon which the names of all teachers will be placed for whom no class rooms can be found until the schools are rebuilt.

State Superintendent Riggs of Iowa, in a circular letter addressed to the school boards of the state, advocates that school directors be



MR. EMIL W. RITTER
President-elect, Board of Education, Chicago.

paid for attending the reorganization of all school boards at the annual meeting in July. Mr. Riggs argues that the meeting is held at a time when the members of the district boards are busiest and that the attendance at the meeting is a hardship and often a pecuniary loss which the state should repay.

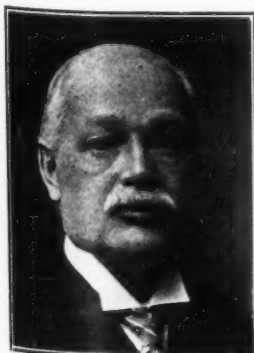
Joliet, Ill. A committee has been created to look after the sanitary conditions of the public school buildings. One of the first duties to be performed by the new body will be that of testing the drinking water used in the schools.

St. Paul, Minn. To prevent tuberculosis and other infectious diseases the board of education has adopted the following rule: "Principals of schools are instructed to report to the superintendent of schools any teacher, child or children in their buildings who shows marked symptoms of tuberculosis or any other infectious or contagious disease, and such teacher, child or children shall be required to present evidence of good health from an accepted medical authority whose statement concerning the matter shall settle the question of health beyond any reasonable doubt." It was originally contemplated to subject all of the teachers to a physical examination, but members opposed the idea as being too drastic.

Louisville, Ky. A rule has been adopted by the school board providing that all bills, claims and accounts audited and certified for payment must be read by the secretary in open meeting of the entire board. The names of firms in whose favor accounts are allowed must also be read.

San Jose, Cal. The board of education has adopted a resolution providing that football be dropped from the list of high school sports.

Boston, Mass. Corporal punishment in the public schools will not be prohibited in Boston this year.



M. S. SANDFORD
Geneva, N. Y.



C. H. BUTLER
Johnstown, N. Y.



S. H. BEACH
Rome, N. Y.



G. W. RAY
Norwich, N. Y.

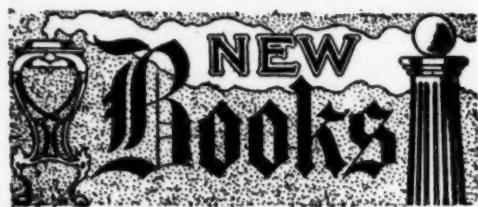


DR. G. W. MILES
Oneida, N. Y.



G. M. FORBES
Rochester, N. Y.

PRESIDENTS OF NEW YORK BOARDS OF EDUCATION.

**Northland Heroes.**

By Florence Holbrook, principal of the Forestville school, Chicago, author of the "Hawatha Primer" and "The Book of Nature Myths." 112 pages. Price, 35c, net, postpaid. Houghton, Mifflin & Co., Boston, New York, Chicago.

In Rudyard Kipling's latest story, Robin Goodfellow, the Roman centurion Parnesius tells his father that he knows nothing of the history of his own country because his teacher has been so full of her ancient Greeks. So we English speaking folk have been recounting for centuries the heroic deeds of famous Greeks and Romans while we were woefully ignorant of the hero love our Scandinavian kinsfolk could share with us. These stories of the Danish Beowulf and the Swedish Fridthjof are part of our heritage. The possible and impossible deeds of these Northland heroes are shown in twenty illustrations. A pronouncing vocabulary of the rather unusual proper names is a valuable aid. The style is direct, rapid, full of action, befitting these short epics and prose. These stories, delightful in themselves, will also do the higher work of helping to form standards of truth, courage, loyalty, patriotism.

The Ethics of Force.

By H. E. Warner. 126 pages. Price, 50 cents. Ginn & Company, Boston, New York, Chicago.

The author tells us that this little volume had its origin in a series of papers read to the Ethical Club of Washington, D. C., at the time just preceding and following the Spanish War. It arraigns war, it pleads for peace. Primitive conditions, legends and folklore—the literature of primitive folk—the estimate put upon merely physical bravery in early and in recent times, the utilitarian character of much of our patriotism, the contradictory conduct of Christians and Christian nations towards war are handled in a dispassionate, scholarly, scientific style. It is shown that some progress has been made, that "the law of life has evolved combination, interdependence, sympathy, common interests."

Modern English. Book Two.

A practical English grammar with exercises in composition. By Henry P. Emerson, Superintendent of Education, Buffalo, N. Y., and Ida C. Bender, Superintendent of Primary grades, Buffalo, N. Y. 396 pages. Price, 60c. The Macmillan Company, New York.

In one important particular Book Two of Modern English resembles Book One. In both there is a close connection between technical grammar and a practical drill in speaking and writing. This book is divided into three parts. Part one is given to the sentence. As we think in sentences or in expressions that are the symbols of sentences, this is a logical arrangement. Every chapter calls for a liberal proportion of written work. Filling out blanks in sentences, drill in the appropriate use of prepositions, expanding and contracting prepositional phrases, paragraphs upon familiar topics—suggestive prints having been given—are among the devices for written work. The diagram is used, but has been relegated to its proper place—that of a means to an end.

In part two are introduced inflections, the functions of the different forms, some parsing. The treatment of the nominative absolute, infinitives, gerunds, the distribution of the potential auxiliaries is exceptionally clear, concise,

scholarly. The written exercises in this subdivision can hardly fail to cultivate accuracy, reasoning power and literary taste.

The burden of part three is composition. Exercises in word-building, in the development of a paragraph from a topic sentence, in description, narration, letter writing, form the main features. Models having distinct literary merit have been selected. An appendix giving a short account of the origin and growth of the English language and a good index add to the value of this book.

First Year in Algebra.

By Frederick H. Somerville, the William Penn Charter School, Philadelphia. Cloth, 12mo, 208 pages. Price, 60 cents. American Book Company, New York, Chicago, Cincinnati.

This little volume is designed to supply the needs of a one year course in the grammar school, or the first year of the high school. It treats the matter as far as simultaneous equations included, taking the pupil by easy stages through the fundamental operations of addition, subtraction, multiplication and division, then through fractions and simple equations. The matter is treated with great simplicity but always with a view to the most scientific method. This renders it possible to go through the volume with the minimum of effort and still with the best results. In the different operations the corresponding operations of arithmetic are kept in view, so that instead of building up principles anew, old ones are rather employed to be extended in their applications to algebra.

Definitions are reduced to the smallest number possible, and recur as needed; recapitulations are frequent and present an additional opportunity for drill work, absolutely necessary at this stage of study in algebra, and new elements are introduced only when the preceding matter has furnished sufficient basis to make them intelligible. A clear, concrete method of explaining the plus and minus series removes as far as it is possible to do so the difficulties connected with this matter.

A careful gradation of the work is observed so that the pupil is not left to supply impossible steps in the progress of his study, while the exercises supply abundant and sufficiently varied application of principles.

The small size, strong binding and low price of the book are additional recommendations for its adoption in the course for which it was designed.

A Text-Book of Botany.

For secondary schools. By John M. Coulter, A. M., Ph. D., Head of Department of Botany, The University of Chicago. 365 pages. D. Appleton & Company, New York, Chicago.

This is a revision of "Plant Studies" published in several editions by Prof. Coulter. "Plant Studies" itself was a combination and an abridgment of "Plant Relations" and "Plant Structures," published by the same author. The present volume was put forth only after the previous book, for many years in the hands of experienced teachers, had suggested desirable changes.

The experience that is back of the book is sufficient recommendation for the form it has assumed. The author has not separated the various divisions of botany so as to treat them singly and independently, but has rather combined them to develop them with more regard to their natural relationship. And yet, as he remarks, he has kept the important branches of morphology and ecology sufficiently distinct to allow due attention to be called to them.

The first five chapters consider the most obvious plant organs in their structure, function and relationship. In this treatise he has made it a point to make use of material which would offer the most obvious examples, intending

thereby "to give preliminary training in observation and some conception of the activities of plants."

With a special view to simplicity of treatment he gives in the succeeding thirteen chapters an outline of the plant kingdom, treating the matter as might be expected principally from the morphological point of view, but in no way excluding the physiological and ecological. In the four chapters following he introduces with no pretense at full development the subject of plant association. As this volume is published as a text book and built upon the experience of the classroom it can not be used to its full advantage unless accompanied by the teacher's explanation and illustrated by laboratory and field work. For the same reason the teacher is left free to adopt what order he pleases without lowering the efficiency of the book. The illustrations are numerous and prepared with great care. On the principle that besides the scientific training to be acquired by the study of botany the student should derive some immediate practical advantage from his work, an attempt has been made throughout the book to foster the learner habits of observation to detect these practical advantages which so surely arise from the study of this science.

Plant Breeding.

Fourth edition, with a new chapter on Current Plant Breeding Practice, being six lectures upon the Amelioration of Domestic Plants. By L. H. Bailey. Price, \$1.25. The Macmillan Company, New York.

Here is a book by one who speaks from experience. Not only the teacher but the practical plant grower will find clear explanations and minute directions in grafting, crossing and cultivating plants. It is surprising what changes and what progress have been made in this special study during the ten years which have elapsed since the appearance of the first edition of this book. "These years," writes the author, "may be said to have marked a transition between the two habits of thought in respect to the means of evolution of plants,—from the points of view held by Darwin and the older writers to those arising from definite experimental studies in species and varieties. We have not given up the old or wholly accepted the new, but it is certain that our outlook is shifting." In these words the author refers to the work of De Vries, of Amsterdam, who has established a counter hypothesis to that of Darwin. De Vries holds, and he bases his statements on actual experiments, that changes in varieties and species do not take place gradually as Darwin supposed, but that they arise suddenly. If his theory is true, then the theory of natural selection as explained by Darwin falls before recent research and investigation. It is too soon to pronounce upon the investigations of De Vries, and the author of this book still clings to natural selection. The bibliography is the most complete that we have seen, extending over one hundred and fifteen pages and giving the history of plant raising from the year 1724 to the present.

Text Book Adoptions.

Worcester, Mass. The following books have been selected for supplementary use in the public schools: Laycock & Spofford's Manual or Argumentation, The Macmillan Company; Leadbetter's Outlines and Studies to accompany Meyer's Ancient History, Müller and Wenckebach's Glueck Auf, Ginn & Company; Campe's Robinson der Jüngere, D. C. Heath & Company.

York City, Pa. The board of education has selected the following text books: Progressive Third Reader; Hinsdale's American Government; Mother Tongue, Book 2; Lessing's Minna von Barnhelm.

St. Paul, M. increased the public school teachers was increases of 8 in the case of The maximum was fixed at 8 formerly. Teachers will of school. T one-half of t with Septem January. T general app salaries.

Boston, M. vided the sal school maste salary of su and the maxi of high scho maximum \$3 cents will \$3,204. Jun of \$1,476 and or will rec maximum of will receive mum of \$1,5

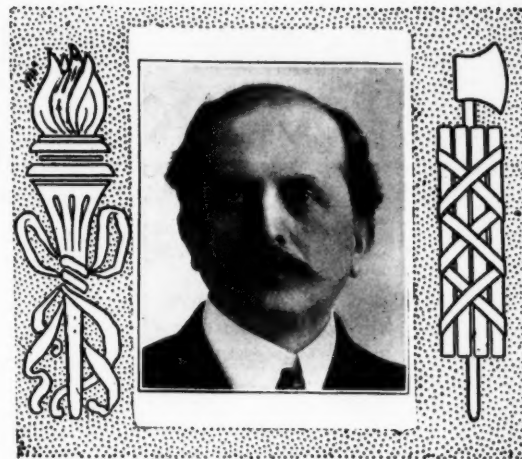
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Birmingham has been fixing the n per month, i creasing the \$75. The a dependent u \$2.50 per m adopted is a

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Muscatinge adopted a n teachers in has been fix creases of \$ After this n for time s taking sum or other sch of not less will receive the Muscat perience in the board, b The board provision in ates shall ha ing class" high school Cleveland

Teachers' Salaries.



MR. A. H. YODER
Superintendent of Schools, Elect, Tacoma, Wash.

St. Paul, Minn. The board of education has increased the salaries of all teachers in the public schools. The minimum wage of grade teachers was fixed at \$450 per year with annual increases of \$50 up to a maximum of \$800, and in the case of kindergarten assistants of \$600. The maximum pay of high school instructors was fixed at \$1,200 per year instead of \$1,100 as formerly. The new salary schedule for grade teachers will go into effect with the fall opening of school. The high school teachers will receive one-half of their extra compensation beginning with September and the other beginning in January. The increases will add \$20,000 to the general appropriation made by the board for salaries.

Boston, Mass. The school committee has revised the salary schedule for supervisors, high school masters and teachers. The minimum salary of supervisors has been fixed at \$3,280 and the maximum at \$4,500, while the minimum of high school masters will be \$3,204 and the maximum \$3,780. Heads of high school departments will receive \$2,346 to be increased to \$3,204. Junior masters will receive a minimum of \$1,476 and a maximum of \$2,628. Instructors will receive a minimum of \$1,200 and a maximum of \$2,040, while assistant instructors will receive a minimum of \$972 and a maximum of \$1,548.

The director of manual training will receive \$3,000, the same salary as was formerly paid. The new schedule provides for an assistant instructor of manual training and mechanical drawing at a salary of \$2,508.

Birmingham, Ala. A new schedule of salaries has been passed by the board of education fixing the minimum grade of teachers at \$45 per month, instead of \$40 as formerly, and increasing the maximum from \$70 per month to \$75. The annual increase for grade teachers, dependent upon efficient work, was fixed at \$2.50 per month. A summary of the schedule adopted is as follows:

	MIN.	MAX.
Elementary teachers	\$ 405	\$ 675
Principal, 1 to 6 rooms.....	720	1,000
Principal, 7 to 11 rooms.....	800	1,400
Principal, 12 or more rooms....	1,200	1,800
Principal, high school.....	1,800	2,500
Male heads depts., high school..	750	1,500
Female heads depts., high school.	700	1,200
Male assistants, high school.....	600	1,000
Female assistants, high school...	500	900

Muscatine, Ia. The board of education has adopted a new rule to govern the salaries of teachers in the public schools. The minimum has been fixed at \$300 per year, with annual increases of \$50 up to \$450 in the fourth year. After this maximum has been reached increases for time service are discontinued. Teachers taking summer work at the state normal school or other school of equal standing, to the extent of not less than three terms of six weeks each, will receive \$500 after four years' service in the Muscatine public schools. Successful experience in other cities may, at the option of the board, be accepted in lieu thereof.

The board of education has incorporated a provision in its rules that normal school graduates shall have precedence over "teachers' training class" students and such as have only a high school education.

Cleveland, O. A new schedule of salaries

for the teachers has been prepared and will be adopted soon by the board of education.

Hoboken, N. J. The teachers' salary schedule has been raised so that all beginners will receive \$600 per annum. After four years' service the salary will be increased \$48 annually until a maximum of \$1,000 is reached.

Principals in grammar and primary schools will start on \$1,800 and increase yearly at the rate of \$100 until they reach a maximum of \$2,200.

The principal in the high school and in the training school will reach a maximum of \$2,400. Vice principals will reach \$1,300 and second vice principals will reach \$1,100.

Male teachers in the high school will get \$1,500 as a maximum and female teachers will go as high as \$1,200 in the high school.

New York City. The request of the women teachers of the city that their wages be increased to equal those of the men has been denied by the board of education. The women based their demands upon the idea that equal pay should be given for equal work, regardless of sex. The requested increase would have cost the city \$12,000,000 annually had it been granted.

Tacoma, Wash. An increase of \$10 per month in the salary limit of the grade teachers has been made by the board of education. The maximum was formerly \$75 per month, but now will be \$85.

Minnesota. A committee of the State Teachers' association is investigating the salary question. A set of questions has been submitted to teachers in the state asking for information as to salary, yearly wage earnings of persons in other vocations, etc., etc. The committee will tabulate the replies received and incorporate its findings in a report to be submitted to the association at its next meeting.

Canton, O. The school board has changed the schedule of high school teachers' salaries so that teachers will receive \$75 per month during their first two years of service. In the third year an increase of \$10 per month will be made and afterward \$5 will be added each year until a maximum of \$100 per month is reached in the sixth year.

Elizabeth, N. J. A revised schedule of salaries increasing all of the members of the teaching force has been referred by the board of education to the committee on rules. A resolution was unanimously passed at the same time that the schedule should be adopted. The salaries proposed are as follows:

Vice-principals teaching in schools having primary and grammar grades—males \$750, annual increase of \$50 to \$900; females, \$700, annual increase \$25 to \$800.

First assistants in primary departments \$600, increase \$25 to maximum \$700.

Teachers of seventh grade classes, \$600.

Teachers of eighth grade classes, \$700.

Principal of primary department in grammar schools, \$650.

High School—Males, \$800 to \$1,100; females, \$650 to \$900, yearly increase of \$50.

Bozeman, Mont. The maximum salary of women teachers in the high school has been raised to \$100 per month.

"Teachers' salaries," says an Illinois editor, "are a subject of great moment to a city. Better salaries are an incentive to produce better

teachers. Poor salaries encourage incompetency. Certain competency in school work is worthy of adequate remuneration. There is greater danger of teachers being paid too little than being paid too much."

Johnstown, Pa. A revised schedule of salaries has been adopted by the board of education providing increases for all of the teachers employed.

Teachers of the first five grades will receive a minimum salary of \$40 per month with an annual increase of \$5 per month for each subsequent year's service until the maximum salary of \$65 per month is reached.

Teachers of the sixth, seventh, eighth and ninth grades shall receive a minimum salary of \$45 per month for the first term's employment with an annual increase of \$5 per month until the maximum salary of \$70 per month is reached.

Principals shall be paid the regular salaries as grade teachers according to the adopted schedules, and \$2.50 per month additional for each teacher employed in their respective buildings, provided, however, that no principal shall receive less than \$70 per month, and if a teacher of a third grade grammar grade, not less than \$75 per month.

The salaries of high school teachers shall be rated as term salaries and paid monthly during the school term.

The minimum salary for first year work in the high school shall be \$700, with provision for gradual increase to the maximum salary of \$900 per term. When, however, a teacher is elected as head of a department and held responsible for all the work of the special department, the minimum salary shall be \$1,000, with provision for possible increase to \$1,200 per term.

Teachers when elected to high school positions may be given such credit in the salary schedule for work done in other higher institutions as their superior training as specialists and their success as teachers shall justify.

Substitute work in the high school shall be paid for at the rate of \$3 per day, actual teaching.

No inexperienced teachers will be employed except as substitutes. Pennsylvania Normal School graduates who have never taught in the public schools, and substitute teachers who have served at least one term will be classed when elected as regular teachers having had one year's experience. Teachers who have previously taught in the schools elsewhere will be credited with their experience, but no teacher will be allowed more than three years' experience.

Teachers holding provisional certificates can not receive more than \$55 for any grade and are not eligible to election for more than three years upon such grade of certificate.



SCENERY NOT APPRECIATED.

"The 'Policeman's Chorus' in 'The Pirates of Penzance' reads: 'The policeman's lot is not a happy one,' and a chorus of bookmen might truthfully sing, 'The bookman's lot is a most trying one,'" said the representative of a Boston firm recently after he had settled down comfortably for an evening's rest in the lobby of a western hotel with a good cigar to soothe his nerves and stimulate his social spirit.

"To illustrate: I met a friendly competitor on the street one hot morning in August. Now, I had always thought that he was a friendly competitor; maybe he was not, but if I had been called upon to judge, after my experience, I should have sworn that the scale tipped to the side of 'maybe not.'

"He said, 'I have a piece of news for you. Supt. Switchboard of a certain town is at his summer home at the lake, and I just learned that they are going to put in a text book for the coming year, and the board takes action tomorrow night, and as I have nothing along that line to suit him I thought perhaps you might want to go after it.'

"Go after it! Did anyone ever see a bookman that was not ready at any moment to go after everything in sight?

"I thanked him profusely and promised to remember him, and I will, if it takes me a year. I hurried home for the necessary ammunition in the shape of a copy of a text book, circulars, et cetera, and caught a train for the lake.

"Arriving at the little station, after some inquiry I learned that his home was out about a mile from the station, and I walked towards it, plowing through dust, and occasionally wondering when a day had been so hot before. I found the place after a few more inquiries, for the houses around the lake are situated in the most picturesque little nooks, and in out of the way places. It was a pretty little place, and I made a few mental notes of its good points, so that if occasion offered I could mention them.

"After repeated knocks, a half-awake maid opened the door and informed me that Mr. Switchboard had gone up to his mother's place, about a quarter mile farther up the road. There was nothing to do but to follow, as I must see him.

"I met the mother, a very pleasant little lady, evidently belonging to the old regime, and she told me that her son had been there, but had taken a short cut for the station, as he was coming to the city. Had I been alone, in the deep, dark woods, I might have said something expressive of my feelings; instead, I could but thank her and trudge wearily back the mile to the station and then wait for the next train home myself.

"I have always understood that the scenery around this particular portion of the lake is especially beautiful, but I am sure that I could not vouch for such a statement. I almost ran, hoping against hope that I might catch the man at the station, and sure enough, contrary to my expectations, he was calmly strolling up and down the little platform, waiting for the train.

"I approached him and with what remnant of pleasant feeling I had remaining I told him my

business, and added that I hoped that he would take the time to examine my book as we went in on the train, and he said:

"Now, that is too bad that you have gone to so much trouble to come up here at this time. We have just adopted a text book on the subject. Who is your informant?"

"Why, Mr. Booker of the Textham Publishing Company."

"Is it possible? Why, it is his book that we adopted."

"Ye gods! Was anything ever more exasperating? Let me count the cost of my friendly competitor's little joke: Carfare expended, item small; nerve energy wasted, about seven billion cells; damage to my personal feelings, untold; loss of confidence in man (bookman), unspeakable; business results, nil.

"I am a man of peace and good will—but let me get hold of—well, more later."

AN INITIAL EXPERIENCE.

In a pile of notes which he threatens to have published under the title "In at the Death; or, Pleasant Dreams on a School Commissioner's Doorstep," C. J. Oliphant, the New York state educational representative of Longmans, Green & Co., relates some of his amusing experiences in "spreading the gospel" in New York, New Jersey, Pennsylvania and Ohio.

"I was very young and very green when the house started me on the usual 'trying-out field' of New York City private schools. Old bookmen know what a man is up against. I didn't. After culling catalogues for a week in preparation I picked out the very swellest brown-stone-front young ladies' boarding school, where the teachers were all 'madames' and the tuition about two thousand a year without washing and chaperonage extra, as a lively place to begin operations. Why, they could afford fifty-seven different varieties of text-books and a freight load of editions de luxe for reference in their 'literary and drawing-room course!'

"At the imposing entrance, described in the catalogue as a faithful reproduction of Louis The Fourteenth's Head Chamberlain's famous dog kennel, or something, a maid opened the door about as far as one frankfurter would go on a Bowery free lunch counter and primly said: 'Is it books?' I said it was, and she said, 'We don't want any today!'

"And when I recovered, the mansion presented an unbroken front again, still as wondrous an example of the architect's skill as the catalogue said, his cleverness showing at new points as the eye compassed its fine lines and noted the attention that had been given to details; for lower down to the side was a legend in brass which had hitherto escaped my attention:

"Peddlers and Dogs Not Allowed."

AMONG BOOKMEN.

Mr. J. H. Mitchell, Pacific Coast agent for the Educational Publishing Company, was married to Miss Gertrude Noe at high noon, Thursday, June 10. Mrs. Mitchell is president of the Yale county board of education.

Mr. Harry Jeschke represents Benj. H. Sanborn & Company in Ohio.

On Saturday, June 7th, a little dinner was tendered to E. C. Boyston, representative of the Fisk Teachers' agency, and J. H. Mitchell, agent of the Educational Publishing Company, at the Piedmont Park Club, in honor of the approaching nuptials of these gentlemen. A band of thirty pieces and the Press Club quartette rendered several selections during the dinner. Those present besides the guests of honor were: T. C. Morehouse, of the Macmillan Com-

pany; C. C. Hughes, American Book Company; C. S. Downes, formerly with the Macmillan Company; Harry Linscott, Silver, Burdett & Company; S. C. Smith, Ginn & Company; Mr. Norris, Atkinson, Mentzer & Grover, and F. J. Lobett, Educational Publishing Company.

Nathan D. Cram, manager of D. Appleton & Co., New York, was in Chicago for a week last month looking about for a suitable manager to take the place of L. F. Gates, who has retired to enter other lines of business.

Mr. E. C. Schultze, who represented D. Appleton & Co., in Indiana, has accepted a position with Eaton & Company.

Mr. B. S. Warner of Newark, N. J., with Silver, Burdett & Co., is assisting Mr. J. W. Davis, the Ohio state agent, during the present campaign. Mr. Warner was one of the most successful men in the New York Life Insurance Company, but preferred to return to his first love, Silver, Burdett & Co. Mr. Davis reports that he is proud to have such an able agent associated with him. When Mr. Warner was formerly with the house he had charge of the New Jersey field.

The following bookmen represented their firms in the recent reader contest in Chicago: S. B. Todd, American Book Company; H. E. Miller, D. Appleton & Co.; E. O. Grover, Atkinson, Mentzer & Grover; E. A. Schulze, Eaton & Co.; J. H. Stehman, B. F. Johnson Publishing Company; O. J. Laylander, Ginn & Co.; W. E. Pulsifer, D. C. Heath & Co.; W. H. Ives, The Macmillan Company; J. W. Roberts, Maynard, Merrill & Co.; C. F. Newkirk, Rand, McNally & Co.; J. F. McCullough, Silver, Burdett & Co.; W. H. Wheeler, Wheeler & Co.

A BUTCHER ON THE BOARD.

During the last year's adoptions in the state of Washington a Silver, Burdett man drifted into a small Great Northern town where two members of the County Text Book Commission lived. One member was a man and the other a lady.

The male member was found behind a butcher's block making such frantic efforts to speak good English with a strong German brogue that the situation was amusing.

Upon making himself and his business known the member said, "Ah, yes, Mr. Whitney, you are the only gentleman who has sent me any good books as samples. Your books are all fine and you may feel sure that they will be adopted."

Feeling that this was not a bad beginning and that Uncle Sam had at least one intelligent adopted son, one who could tell a good thing when he saw it, the next interrogation was as to which books probably stood the best chance of being put in use, the reply came: "Why, I tell you they are all good; I like them all. Just look here." And with that he made a dive under the counter and brought up from under the scrap box six packages, none of them untied. They all proved to be samples from book houses, and low and behold, what had so completely won the member to the Silver, Burdett publications was not his knowledge of their subject matter, but the size of the package, it being larger than any other one. A rapid review of the samples convinced him more than ever that he had just what would be used in his county for generations.

This looked like easy money, for this member was sure he controlled the board, as is often the opinion expressed.

A call upon the lady member caused a cloud to obscure this beautiful sunrise, for the "Ginn" man had been there with a box of candy. The

Concluded on page 21.

OHIO
By D. L. G.

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OHIO TEACHERS' CONTRACTS.

By D. L. Gaskell, Member of Board of Education, Greenville, Ohio.

Section 4017 of the Revised Statutes of Ohio among other things provides that upon the appointment of any person to any position under the control of the Board of Education, it shall be the duty of the clerk promptly to notify such person verbally or in writing of the appointment and the conditions thereof and request and secure from such person within a reasonable time to be determined by the Board his acceptance or rejection of the appointment thus made and an acceptance of such appointment within the time thus determined shall constitute a contract binding both parties thereto until such time as it may be dissolved, shall expire or the appointee be dismissed for cause. All resignations or request for release from contract by teachers, superintendents or employees shall be promptly considered by the Board, but no resignation or release shall become effective except by consent of the Board.

It would seem that this statute had settled a much discussed question and had made clear the rights and duties of the two parties to a contract, but since the passage of the school code there has been more trouble and misunderstanding than usual over the question of the binding force of teachers' contracts. It was evidently the intention of the lawmakers not to change what had always been the law upon these agreements, but rather to state in clear, unmistakable language the effect of such a contract and provide a satisfactory method for dissolving the contract at the mutual desire of both parties. The legal effect of personal service contracts has been clearly defined by the courts. Where services are of such value and of such particular or peculiar nature that they can not be duplicated, or where a position calls for such skill or service that another than the one contracted with can not be found who can fill such position, then the courts will decree specific performance and require the personal services to be performed by him who contracts unless he be incapacitated from performing such services at all, but if the position is one that can be filled by another, even though he may not be so skillful or perfect as the original party, then the courts say that the injured party must seek his remedy in damages and will refuse to require specific performance.

From this construction of personal contracts it is easy to determine the position of Boards of Education in this one-sided contract.

The position of teacher is one that can be filled. It does not require such special skill or services but that some one can be found to fill the position. This leaves the Board of Education to the alternation of suing the teacher for damages, a very unsatisfactory proceeding, or treating the contract as a one-sided one, binding the Board only. I desire to give four examples that came to my knowledge during the past year:

One teacher asked a release from the contract on the ground that he was offered higher wages, that the contract did not bind him any way and that, having been offered higher wages, he would not do good work, if compelled to stay. He was released.

Another teacher, after having accepted, hired to another Board and asked to be released on the ground that she would make more money and did not know the law relating to these contracts. (Personally, I think she did.)

Another waited until a month before beginning school, and then wrote the Board demanding a raise in salary or she would accept another position. She did not get the raise and had no other position offered her.

Another waited until two days before school began and then sent her resignation with an insulting letter complaining about some fancied

ill treatment in the matter of position and wages. It may be said it is a good plan to get rid of such teachers, but in three of these cases they were excellent teachers and had only interpreted this contract from what seems to be the impression of it by many teachers and superintendents.

In a conversation with some teachers later a majority of them replied to the question of their opinion of these contracts as to their binding force, that they did not consider that it bound the teachers. That such an idea needs to be destroyed and those who have such opinion educated differently, you will agree, and what can be done to bring this about is for the school boards to answer. I am not sure that we are in some measure responsible for the increase of this evil. I have found Boards of Education much inclined to grant releases without any very definite idea of how they are to fill the vacancies. One member argues that a teacher will not do good work if they are held to their contract. I think this is an erroneous idea, but if it is not, then that teacher should be found out and her teaching career terminated. There is not a large proportion of teachers that would deliberately jump a contract, and if Boards of Education would have it fully understood that they would grant releases only upon an excellent and meritorious showing, there would be fewer resignations and releases. Teachers are usually hired very soon after school closes. The statutes provide for a reasonable notice to the teacher of her employment. I think this notice should be longer than the usual ten days; not less than three weeks should be given a teacher to determine if she wishes to enter into the contract. I believe that if teachers are given more time with the understanding that the contract must be fulfilled if entered into, it will lessen the evil.

If the statute is to be a dead letter, then repeal it; if it means what it says, then require its fulfillment.

If the evil continues to grow, Boards of Education will have to agree not to employ teachers who are under contract with other Boards, and if this can not be done, then a section of the statute prohibiting such employment will solve the difficulty.

Questions and Answers.

Artificial Blackboard.

Question:—I should like very much to have the address of a firm making or handling the "Parshall" green, artificial slate blackboard mentioned in attached clipping from the School Board Journal. Any information will be much appreciated by N. C. Haskell, Baker City, Ore.

Answer:—The "Parshall" green blackboard, mentioned some months ago in the columns of the Journal, is simply a first-class manila paper coated with good liquid slating, green in color. The article took its name from F. Parshall, who traveled from place to place putting up the blackboard in schools. Mr. Parshall went west some three years ago, and, as near as we can learn, is now located at Los Angeles, Cal.

Any of the following firms can supply you with a blackboard identical with the "Parshall" board, in material and quality.

M. H. E. Beckley, Chicago, Ill.

Whitaker & Ray Company, Oakland, Cal.

L. A. Murray & Company, Kilbourn, Wis.

E. W. A. Rowles, Chicago, Ill.

Fire Escapes.

Question:—Henderson College, Archadelphia, Ark., wants to put up some fire escapes. Will you be kind enough to put them in communication with some good firm that engages in this business. J. H. Hinemon, State Superintendent Public Instruction, Little Rock, Arkansas.

Answer:—Communicate with the Dow Fire Escape Company of Louisville, Kentucky.

Wants School Architect.

Question:—You did us such good service in answering our questions regarding health regulations in the employment of teachers that we are constrained to ask for further favors. Our board adopted your every suggestion relative to health measures.

What we want now is: Please recommend two or three school house architects, specialists in their line.—McHenry Rhoads, Superintendent of Schools, Owensboro, Ky.

Answer:—The following are capable and experienced school house architects and located within a reasonable distance of your city:

H. L. Bass, Indianapolis, Ind.

Bradley & Allen, Fort Wayne, Ind.

D. X. Murphy & Bro., Louisville, Ky.

E. E. Dunlap, Columbus, Ind.

School Room Decoration.

Question:—I write to inquire if you can give me the name of a firm who will send on approval color schemes for the calcimining and decorating of school rooms.—H. S. Youker, Superintendent of Schools, Grand Rapids, Wis.

Answer:—Mr. C. J. Jorgensen of Milwaukee, Wis., is a professional colorist who offers to assist schools in devising a wall color scheme without charge. Mr. Jorgensen is an authority on the subject. We know no better.

Washington, D. C. Congress has enacted a compulsory education law for the District of Columbia, providing that children between the ages of eight and fourteen must attend school. It is estimated that more than 7,500 children of school age reside in the district who were not attending school during 1905.

BACK TO THE PULPIT.

What Food Did for a Clergyman.

A minister of Elizabethtown tells how Grape-Nuts food brought him back to his pulpit: "Some 5 years ago I had an attack of what seemed to be La Grippe which left me in a complete state of collapse and I suffered for some time with nervous prostration. My appetite failed, I lost flesh till I was a mere skeleton, life was a burden to me, I lost interest in everything and almost in everybody save my precious wife.

"Then on the recommendation of some friends I began to use Grape-Nuts food. At that time I was a miserable skeleton, without appetite and hardly able to walk across the room; had ugly dreams at night, no disposition to entertain or be entertained and began to shun society.

"I finally gave up the regular ministry, indeed I could not collect my thoughts on any subject, and became almost a hermit. After I had been using the Grape-Nuts food for a short time I discovered that I was taking on new life and my appetite began to improve; I began to sleep better and my weight increased steadily; I had lost some 50 pounds, but under the new food regime I have regained almost my former weight and have greatly improved in every way.

"I feel that I owe much to Grape-Nuts and can truly recommend the food to all who require a powerful rebuilding agent delicious to taste and always welcome." Name given by Postum Co., Battle Creek, Mich. A true natural road to regain health, or hold it, is by use of a dish of Grape-Nuts and cream morning and night. Or have the food made into some of the many delicious dishes given in the little recipe book found in packages.

Ten days' trial of Grape-Nuts helps many. "There's a reason."

Look in pkgs for a copy of the famous little book, "The Road to Wellville."

A NEW TEACHERS' PROMOTION PLAN.

Supt. E. G. Cooley of Chicago has recently proposed a new method of promoting teachers to supplement and replace in a degree the plans already in use in this city. For some years past the grade teachers' work has been given a secret rating according to the estimate of the principals and district superintendents. Teachers whose standing was found to be satisfactory have been permitted to take an examination in professional and academic subjects and so advance themselves in grade and salary. The Teachers' Federation has since its organization assailed both secret marking system and the promotional examinations and has held out for salary increases based on experience alone.

According to the new plan submitted to the board of education, Supt. Cooley proposes to permit teachers who object to the examinations to substitute courses of study in the Chicago Normal school or some other degree giving institution. Five courses of study of not less than thirty-six hours each, in an accredited school, are to be accepted in lieu of the examination. The work may be done in summer schools or in Saturday courses to be instituted at the normal school.

Education, psychology, mathematics, physical science, geographical science, biological science, physical education, English language and literature, history, political science, art, manual training, foreign languages and music, sewing, cookery and dietics are the studies provided for in Mr. Cooley's plan.

The text of Supt. Cooley's recommendation reads, in part, as follows:

"While there will always be many teachers whose consciences and interest in doing a good piece of work keep them up to a high standard of efficiency, even they will feel the injustice of a system of rewards that pays the time server as much as the hard working, conscientious teacher receives. We should, therefore, recognize in our schedules the principle of merit. In determining merit we must call into service not merely the estimates of principals and superintendents, but some more uniform test that will in a measure estimate progress of academic and professional work.

"There has been a great change in elementary

school teaching, a change which has affected both subject matter and methods of presentation, and which has necessitated constant readjustment on the part of the teacher both from the cultural and the pedagogic standpoint. There is no subject taught today as it was twenty years ago. There is no subject along which great advancement has not been made by scholarly investigators and in which the methods have not changed with the progress of the times.

"In addition to subjects which are taught differently, the curricula of today include many subjects which were not taught at all in the schools of the past, and the older teachers have had no opportunity to study systematically the newer subjects which they are required to teach. The best way to handle these newer subjects is to offer the regular class room teacher an opportunity first to develop her special interest and talent, and then to teach in the schools under some form of the departmental method the special subject in which she is interested.

"This seems to be the line upon which the handling of special subjects must finally be solved. Domestic science and construction work can then be put upon the same permanent basis as other subjects. The providing of opportunities for specialization and continuous professional growth on the part of all the teachers in our schools is a legitimate part of the work of the normal school, and it is the belief of the superintendent that the normal extension department is solving this problem.

"The superintendent of schools, therefore, recommends that teachers, head assistants and principals who are eligible for promotion be allowed, if they so elect, to substitute five courses of study of not less than thirty-six hours each for the examination requirements contained in section 269 of the rules and regulations of the board of education. Such courses of study offered for advancement to a higher group shall be pursued under the direction of the Chicago Normal school, or in some accredited institution of learning authorized by law to confer academic degrees.

"Courses of study pursued in such degree-giving institutions may be accepted for credit toward advancement to a higher group upon the

approval of such institutions by the principal of the Chicago Normal school and the superintendent of schools, but no courses of study shall be so accepted which are not superior in grade to the work in the Chicago public high schools, or a college preparatory school, or other schools for secondary education, even though such preparatory school or secondary school shall be part of a degree-giving institution."

The teachers will also be given an opportunity to prepare themselves in certain special studies, such as drawing, cooking and sewing.

Philadelphia, Pa. As a result of an inquiry as to the services of women on school boards throughout the country the Public Education Association of this city has secured some interesting data.

In thirty of our states women are eligible to serve on school boards. In twenty of these states women are at present filling such positions, and are taking an active part in public education. In two more women have served as school directors in the past, but are not in office at the present time.

As a rule, women are eligible in all but the Southern states. Georgia and Washington are doubtful as to the law.

In answer to the inquiry whether women have rendered any especial services to the schools, replies were received from twenty states in which women have distinguished themselves as educators. In seventeen states many women have rendered public service for the betterment of schools through societies and committees.

Youngstown, O. The salaries paid to school janitors are being revised according to the amount of work performed by each. The amount of floor space, heating and outdoor work will be taken into consideration.

DIDN'T BELIEVE**That Coffee Was the Real Trouble.**

Some people flounder around and take everything that's recommended, but finally find that coffee is the real cause of their troubles. An Oregon man says:

"For 25 years I was troubled with my stomach. I was a steady coffee drinker, but didn't suspect that as the cause. I took almost anything which someone else had been cured with, but to no good. I was very bad last summer and could not work at times.

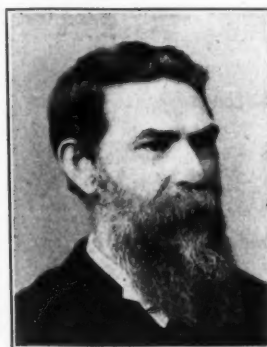
"On Dec. 2, 1902, I was taken so bad the doctor said I could not live over 24 hours at the most and I made all preparations to die. I could hardly eat anything, everything distressed me and I was weak and sick all over. When in that condition coffee was abandoned and I was put on Postum; the change in my feelings came quickly after the drink that was poisoning me was removed.

"The pain and sickness fell away from me and I began to get well day by day, so I stuck to it until now I am well and strong again, can eat heartily, with no headache, heart trouble or the awful sickness of the old coffee days. I drink all I wish of Postum without any harm and enjoy it immensely.

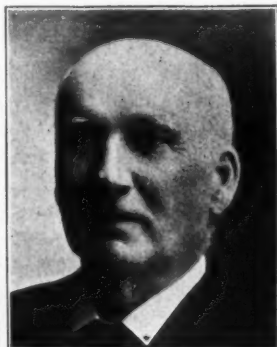
"This seems like a strong story, but I would refer you to the First National Bank, The Trust Banking Company, or any merchant of Grant's Pass, Ore., in regard to my standing, and I will send a sworn statement of this if you wish. You can also use my name." Name given by Postum Co., Battle Creek, Mich.

Still there are many who persistently fool themselves by saying "Coffee don't hurt me." A ten days' trial of Postum in its place will tell the truth and many times save life. "There's a reason."

Look for the little book, "The Road to Wellville," in packages.



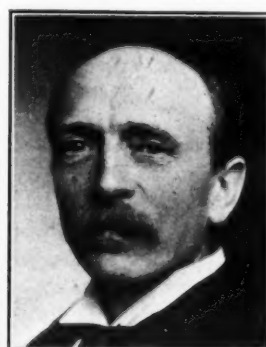
C. A. MADDEN
Woodbury, N. J.



CHARLES D. WARNER
Red Bank, N. J.



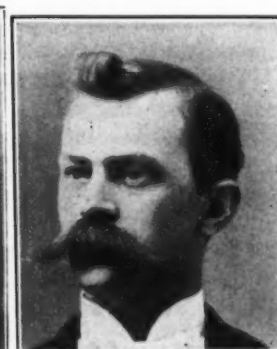
EDWARD RUSS
Hoboken, N. J.



EDWIN FLOWER
Passaic, N. J.



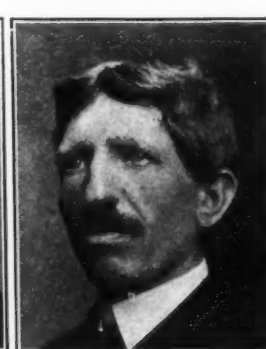
S. A. BROWN
Kearny, N. J.



WESLEY FLEMING
Washington, N. J.



ED. A. ISAACS
Madison, N. J.



D. A. MCINTYRE
Newark, N. J.

New Jersey School Board Presidents.

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PROGRESSIVE DICTIONARY PUBLISHERS.

Fourteen years ago, in 1892, Laird & Lee of Chicago commenced the publication of Webster Dictionaries, issuing in that year the first vest pocket Webster ever placed upon the market. More than a million and a half copies of this little lexicon have been sold.

Since that time thirteen different dictionaries have been published by this firm, eleven of them bearing the name of Webster as a part of the title, and the aggregate sales have amounted to approximately three million copies. The now famous Laird & Lee series of school dictionaries was begun in 1903 with the publication of the Webster New School Dictionary. The series now consists of five volumes: a library edition, a high school edition, an intermediate school edition and an elementary school edition.

In issuing these lexicons the publishers have endeavored to create a modern series of books that would be entirely different from all other dictionaries on the market. The constant aim has been originality. That the firm has succeeded is evidenced by the fact that over thirty copyrights have been granted the Webster School Dictionary, more than has ever been extended to similar lexicons. In other words, the United States government has confirmed the publishers' claims of originality.

A Few Points of Difference.

These lexicons cannot possibly be mistaken for the product of any other publisher. The entire system of compilation is different and the special vocabularies are features not found in other lexicons. The binding and title pages are unique and characteristic. The title appears on the cover in the center of a special design which has been registered and patented as the firm's trade mark. The name of the edition is found at the bottom of the cover.

That they are authoritative, original, authentic and modern is proven by the gold medals awarded at the Louisiana Purchase Exposition, being distinguished from all other dictionaries in their class as especially worthy of the highest award of merit the world can bestow.

The publishers feel that they have carried out the original plans of Dr. Webster, the great lexicographer, in perpetuating his original plan to produce a dictionary of the English language for the use of the American people at prices within the reach of every American child.

The merit, individuality and originality of the Laird & Lee dictionaries has been recognized and endorsed by the leading American educators, colleges and universities. A careful comparison with other dictionaries has led to their adoption for use in the public schools in many of our leading cities.

In the last decade and a half the firm has won an enviable reputation as publisher of Webster dictionaries. They deserve the congratulations of the educational world for restoring so many of the original ideas of Webster, improving upon and modernizing the same and adding original and superior features to this comprehensive line of American school dictionaries.

TEXT BOOK ADOPTIONS.

The Webster-Cooley Two Book Course in Language, Grammar and Composition published by Houghton, Mifflin & Co., has recently been adopted by Lansing, Mich., New York City, Paterson, N. J., Charlotte and Greensboro, N. C., and Beaver Falls, Pa.

Upper Sandusky, O. The board of education for Crane township has adopted Medial Slant Writing Books, Montgomery's Histories, Ginn & Co.; White's Arithmetics, Goff & Mayne's Agriculture, American Book Company.

The Ohio Teachers' Reading Circle for the years 1906-1907 has adopted Vincent's American Literary Masters; the Pupils' Reading Circle,

LAIRD & LEE'S Great Standard Series of Dictionaries

FOR LIBRARIES, HOMES, OFFICES, UNIVERSITIES, COLLEGES, HIGH SCHOOLS, COMMON SCHOOLS, INCLUDING ELEMENTARY, INTERMEDIATE AND ALL GRAMMAR GRADES

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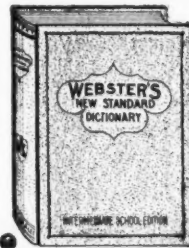
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without medical, legal and mythological Dictionaries. 750 pages, 840 illustrations, 14 full-page plates, 2 pages, colored maps, Eastern and Western Hemisphere, a feature found in this edition only. Special frontispiece, black silk cloth, side and back title in gold. 6 3/4 x 5 inches, 75c.

A Dictionary of Dictionaries, containing all the principal features of the large, cumbersome lexicons, the encyclopedia and the gazetteer; covers twenty-seven special copyrighted features, more than has ever been granted any one lexicon by the Librarian of Congress.

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For Intermediate Grades.—A new and original dictionary just issued from the press. Hand composition, printed from new plates used exclusively for this edition and entirely different from our other lexicons. 30,000 words, with definitions. About 6,000 synonyms in direct connection with vocabulary words. Proper nouns indicated by capital initials, a feature originated by us. Degrees of adjectives; irregular forms of verbs, plurals of nouns; hundreds of new words. Diacritic marks uniform with Webster's New Standard Dictionaries.



based on Webster's original system. Key foot of each page. Evolution of Diacritical Markings; Key to Pronunciation; Principal Signs used in Writing and Typography; Abbreviations in Common Use and other Encyclopedic Features; Vocabulary words in bold-face type. 456 Pages, 600 special Text-Illustrations arranged in direct connection with the words to be illustrated. Special frontispiece and two pages of Flags of Nations in Colors, size 4 1/4 x 6 1/2 in. 1 1/2 in. thick. Black silk cloth, title in gold, 50c.

Elementary School Edition.—More than 25,000 words and definitions, printed from different plates than other school editions, special engravings, bold-face type for all vocabulary words. 416 pages, black silk cloth, gold stamp, 30c.

This series of dictionaries contains more new words than any similar set of lexicons published in this country or Europe. Each volume contains a key to pronunciation foot of each page. The diacritical markings are simple and based upon standard authorities, recognized by all educators and used in all schools. Uniform in design and the best adapted for all grades, literary work and general use.

DO NOT BE DECEIVED

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For sale at all bookstores, by all jobbers, news companies and school-book supply dealers, or sent direct, on receipt of price, by publishers.

LAIRD & LEE, 263-265 Wabash Ave. CHICAGO, U. S. A.

Tappan's American Hero Stories, Hazard's Three Years with the Poets, Holbrook's Hiawatha Primer, and the Riverside Literature Series edition of Martineau's Peasant and Prince, and of Anderson's Tales. All of these books are published by Houghton, Mifflin & Co.

Among the books just adopted by the state of South Carolina are the Riverside Graded Song Book, Literary Masterpieces, and Tappan's Short History of England's and America's Literature,—three of Houghton, Mifflin & Co.'s publications.

Chester, Pa. The Prang Text Books of Art Education have been selected by the board for use in the first, second, third and normal grades.

Worcester, Mass. The school committee recently adopted Conn's Physiology and Hygiene, published by Silver, Burdett & Co., and Krohn's Graded Lessons in Physiology and Hygiene, published by D. Appleton & Co. As supplementary texts were selected Ballard's Aeneid of Virgil, published by Houghton, Mifflin & Co., and Redway's Natural Geographies, published by the American Book Company.

Toledo, O. The board of education has selected the following text books for use in the high schools: Wentworth's Geometry, Ginn &

Co.; Stone-Millis' Advanced Algebra, Benj. H. Sanborn & Co.; Mann & Twiss' Physics, Scott, Foresman & Co.; Gilbert & Brigham's Physical Geography, D. Appleton & Co.; Kellogg's Zoology, Henry Holt & Co.; Grandgent's French Composition, Reading and Conversation, Fontaine's Conversation, D. C. Heath & Co.; Matthews' American Literature, American Book Co.; Abernethy's American Literature, Maynard, Merrill & Co.; Sadler-Rowe Book-keeping, Sadler-Rowe Co.; Webster's Commercial History, Ginn & Co.; Coman's Industrial History, The Macmillan Company.

Chicago, Ill. Upon recommendation of Supt. E. G. Cooley, the following text books have been adopted for high school use: Botsford's Orient, Greece and Rome, The Macmillan Company; Morley's History of Greece and Rome, American Book Company; Myers' Ancient History, Ginn & Co.; West's Ancient World, Allyn & Bacon; Miller & Beeson's Second Latin Book, Scott, Foresman & Co.; Greenough, D'Ooge & Daniell's Second Year Latin Book, Ginn & Co.

At a recent meeting in Delaware, the state board of education adopted the Natural Music series, Prang Text Books of Art Education and Webster's Collegiate Dictionary.



FACTS ABOUT TEXT BOOKS.

A Discussion on the Chicago School Book Controversy.

By W. E. Pulsifer.

It is said that misapprehension will travel a thousand leagues before truth can pull on his boots. There has been so much misapprehension in the minds of many people in Chicago with reference to the cost and selling price of school-books used in this city that possibly a word from a man who has been the treasurer and New York manager of a large school-book corporation may help to clear the atmosphere a little.

Suppose we accept the statement that the manufacturing cost of a primer is 9 cents—and by manufacturing cost we mean the cost of paper, presswork and binding. Will anyone undertake to say this begins to represent the real cost of the book? What elements enter into the cost of this primer to the publisher? First, editorial work; second, the price paid for the illustrations; third, the cost of editorial and manufacturing supervision; fourth, the usual and legitimate expenses of conducting the business of selling and distributing books. When these items of expense are added, it will be seen that the real cost of this primer to the publisher is much greater than the bare manufacturing cost, or 9 cents. There is no good business man who will not agree at once that all these elements of cost must be considered when the selling price of a book is fixed.

Must Employ Experts.

The publisher employs experts in educational affairs to write books and to examine into the comparative merits of books submitted by teachers. The public is critical, his competitor is critical and the publisher may issue ten promising books in a given subject before finding one that proves successful in the schools. In this respect he performs a distinctly educational service, and the value of such service should be recognized by the public. No other agency is equipped to do for the public and the public schools what the publisher is doing at great and constant expense—yet in placing a price on a given book, he rarely takes this consideration into account but bases the price on the exact cost of the book itself and independently of other consideration.

It was not long ago stated by one of the best informed men in our business that the school-book publisher's profit would not average over 10 per cent. on the capital invested. Is there a manufacturer in the city of Chicago who would be satisfied with 10 per cent. net profit on the business he does? If the statement of the publisher quoted may be accepted, the school-book people of this country are not getting rich so fast as to enable them to own expensive steam yachts, automobiles or villas at Newport.

Price Low as Lowest.

There is no city in the United States, so far as the writer knows, that buys its school-books, everything being considered, cheaper than Chicago. In the first place, there are in this city what are known as "fund books." When a music series was adopted by the Chicago board not long ago, the successful bidder was obliged to even exchange 55,000 music readers—that is to say, he gave away 55,000 books; which means that the cost of these 55,000 books

had to be reckoned out of whatever profit there was for the publisher in the contract. Suppose the successful bidder has now to give away as many as 55,000 readers—and I have been told that 75,000 will be nearer the number—should not that item be taken into consideration? This item represents a charge against the publisher equal to the cost of 55,000 to 75,000 books.

We have said above that scarcely any manufacturer would be satisfied with a 10 per cent. net profit on his capital. Compare the figure—9 cents for a primer—with its selling price, 20 cents (if the board pays that), with the price of a typewriter, for instance, that sells at \$100, the manufacturing price of which, if I am correctly informed, isn't more than \$30. Compare the cost and selling price of this primer with the cost and selling price of a tailor-made suit of clothes, a pair of shoes, the cost and selling price of foods served in restaurants and hotels, or the manufacturing or first cost and selling price of almost any other article of wearing apparel, furniture, machine or anything else in common use, and see whether the city of Chicago is being cheated when it pays 18 cents to 20 cents for a primer on which the publisher makes a net profit of about 10 per cent.

Discount Is Necessary.

It should be noted at this point that the publisher must discount to the board of education and the dealer at least 20 per cent. on the list price, 20 cents, which makes the net price received by the publisher 16 cents if the book be retailed at 20 cents, so that the price actually received by the publisher for his book is 16 cents.

California several years ago decided to make all the school books used in the public schools of that state. A large printing plant was established at Sacramento. School books were made by people selected by the state board, and in some cases paid by the day's work. The plan has been in vogue in California several years. About two years ago the board discovered that the cost of its output was larger than it would be if bought in the open market, and that it was getting less desirable books, from an educational point of view, than those commonly furnished elsewhere by the school book publishers. After a careful consideration of the matter, the state board finally decided to abandon the plan, so far at least as it involved the preparation of books by local people, and arranged with certain book publishers of long and valuable experience to furnish duplicate plates of standard and thoroughly tested school books.

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NEW ORLEANS

BOSTON

California Adopts Series.

California has now adopted a series of readers, arithmetics, geographies, histories, language books and grammars, and physiologies, and will soon adopt a speller and copy-books. The state manufacturing plan broke down, as well informed business men knew it would. Why should not Chicago manufacture its fire engines, its fire hose, its shovels, spades and pick axes? Why shouldn't it manufacture its school desks, the pad paper used in the schools, its ink, its pens, etc., etc., on which there is a larger profit to the manufacturers than on the school-books furnished to the city?

Publishers are paying to-day from 15 to 20 per cent. more for manufacturing than they paid five years ago. Labor, paper, binder's cloth and everything else used in the process of book-making are, as everybody knows, more expensive now than they have been for many years. But notwithstanding this fact, publishers have not increased proportionately or at all the price of their output. In this respect their practice is widely different from that adopted by other manufacturers.

Talks of "Square Deal."

The American public believes in the "square deal" theory. People are satisfied to pay a fair price for a good article. They will not stand for a poor article at a high price, nor will they pay two prices for a really good thing. Mr. Editor, your correspondent asserts, without fear of successful contradiction, that the school-book

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DESIRABLE BOOKS --- JUST PUBLISHED

Tappan's American Hero Stories - - - \$0.55
Suitable for reading in the fourth and fifth grades.

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For High Schools.

Webster's Elements of English Grammar and Composition .55
For the seventh, eighth and ninth grades.

Send for Educational Catalogue for 1906 and Illustrated
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publishers are neither furnishing poor material at a high price, nor are they charging more than a fair price for the best product that has ever been produced in any country, at any time, by any people.

It may be of interest for me to state that Heath & Co. do not publish either of the sets of readers now before the board of education for consideration; that this house is an absolutely independent concern, having no connection in any way whatsoever with any other corporation, firm or individual. I hold no brief for any other publisher. I am placing the views expressed above before the people in order that what I conceive to be the facts with reference to publishers' prices and profits may have that fair consideration that Chicago people always give any public question.

TEXT BOOK ADOPTIONS.

The Gregg System of Shorthand has been adopted by the Omaha (Neb.) board of education for use in the commercial department of the high school, replacing the Graham system.

Corry, Pa. Adopted: Elements of English Composition, Book 3, and Boynton's Civics, both published by Ginn & Co.

Freeport, Ill. Adopted: Textbooks of Art Education, Bennett's Caesar, Walker's English History, Kellogg's Zoology, and Dyer's Physical Geography.

Lowell, Mass. Smith's Arithmetics adopted for use in the public schools.

Spokane, Wash. The state board of education has adopted books for the teachers' reading circle as follows: Bryan's "Basis of Practical Teaching;" Hodge's "Schoolroom Sanitation and Decoration," and "Nature Study;" Schaeffer's "Thinking and Learning to Think;" Sabbin's Common Sense Didactics."

These adoptions go into effect Sept. 1, 1906, and the books are to be used for a period of one year.

Books were adopted for the pupils' reading circle as follows: "Ivanhoe"; "American Inventions and Inventors;" Fairbanks's "The Western United States;" "Agriculture for Beginners."

These go into effect at the same time, but no questions will be based upon these texts until

the examination next succeeding the September examination.

Centerville, Ia. New books adopted by the county board of education for Appanoose county are: The Rose Primer, White's arithmetics, Buchler's Modern English Lessons, Musical Gems.

Newark, N. J. The New Educational First Music Reader, Ginn & Co.; Third Reader, Novello Music Course, Novello Ewer & Co.; Second Reader, Modern Music Series, Silver, Burdett & Co., adopted by the board of education.

Stepping Stones to Literature readers, published by Silver, Burdett & Co., have been adopted.

Canton, O. Adopted by the board of education: Modern Music Series, Ward's Rational Method Reading, Quiney Word List, all published by Silver, Burdett & Co.

East Liverpool, O. Rational Method (Ward) reading books selected by the board of education.

Galion, O. Ward's Rational Method of Reading, Silver, Burdett & Co., has been adopted by the board of education.

Bucyrus, O. Aley & Rothrock's algebra, Silver, Burdett & Co., selected for high school use.

Oklahoma City, Okla. Adopted for use in the public schools: Frye's geographies, Blaisdell's Our Bodies (physiology), Wentworth's geometry, Ginn & Co.; Schultze's Advanced Algebra, The Macmillan Company; Graded Literature readers; Graded and Higher Lessons in English.

Mansfield, O. The board of education has replaced McGuffey's readers with the New Educational readers in the lower three grades, and with Stepping Stones to Literature readers (Silver, Burdett & Co.) in the upper five grades. Atwood's arithmetic, published by D. C. Heath & Co., and Alexander's speller, Longmans, Green & Co., were also adopted.

Altoona, Pa. Montgomery's History of the United States and Frye's geographies adopted by the board of education.

Milan, O. Pearson's Essentials in Latin adopted for high school use.

Lincoln, Neb. Levermore's Abridged Academy Song Book, published by Ginn & Co., adopted for high school use.

The Erie (Pa.) board of education has continued the use of Mace's School History of the

Ginn & Company's TEXT-BOOKS

The Smith Arithmetics

A new series with common sense problems that deal with actual business as it exists in America to-day. They stand the test of the class room, and are producing better work in arithmetic than any other text-books.

The Blodgett Primer

For the first half-year of school. New, interesting, and based upon the experience of successful teachers.

The Jones Readers

A Five-Book Series.

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The Mother Tongue

An ideal series on language, grammar and composition by Professor Kittredge of Harvard University and Miss Sarah Louise Arnold of Simmons College, Boston.

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United States. Rand, McNally & Co. are the publishers.

Webb City, Mo. The board has selected Stepping Stones to Literature and the Ward Rational Method of Reading, published by Silver, Burdett & Co. Walsh's three-book series of arithmetics, published by D. C. Heath & Co. was also adopted.

The following works, published by Isaac Pitman & Sons, have been adopted for use in the high schools of Greater New York: Isaac Pitman's Short Course in Shorthand; Stenographic Word List by Buckelew & Lewis, and Phonic Word List by Buckelew & Lewis.

Springfield, O. The board of education has selected the following text books for use in the grammar and high schools: Text Books of Art Education, books III to V, Prang Educational Company; Vos Essentials of German, Henry Holt & Co.; West's Ancient World, Allyn & Bacon; Moody & Lowell's English; McPherson & Henderson's Chemistry.

Chicago, Ill. Supt. E. G. Cooley has recommended that the "Child Life" readers, published by the Macmillan Company, be adopted for use in the common schools. The recommendation was accepted by the school management committee of the board.

A Butcher on the Board.

(Concluded from page 16)

candy had done its deadly work. The lady was unmovable and mute except on the subject of candy.

On the appointed day had not the German been called out at the important moment, it is absolutely certain, as is always the case in thinking it over, that a "Silver" platform would have been adopted, but as it was, the platform was largely "Ginn" with a "Silver" plank or two and a few A. B. C. books thrown in.

HAVE YOU HEARD?
OF THE
**Palmer Cox
Brownie Primer**

110 Pages. 175 Pictures.
Two Colors

Sample, postpaid, to any parent or teacher, 32 cents.

The ideal child's companion for the school or nursery.

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HORSFORD'S Acid Phosphate

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It is a scientific and carefully prepared preparation of the phosphates that provides the tonic and nerve food needed to improve the general health.

If your druggist can't supply you, send 25 cents to RUMFORD CHEMICAL WORKS, Providence, R. I., for sample bottle, postage paid.

Not Wanted.

The Teacher: Where were you yesterday?

Willie: I was home sick, ma'am.

"What was the matter with you?"

"Ma said it was a disorder of the stomach, ma'am."

"Well, was it bad enough to keep you home, Willie?"

"Why, ma'am, you've often told us you didn't want any disorder in the schoolroom."

A high school teacher was examining the physiology class. "How many ribs have you, Charles?" he asked. "Why—er—I don't know," said Charles. "Didn't the text-book state?" he then queried, somewhat sharply. "Yes—oh, yes—of course. But, you see, I'm long waisted."

Sunday-school Teacher: "Johnny, what can you tell me about Ham?"

Johnny: "Dey uses it to flavor sandwiches."



A Greater Light.

Teacher—Which is farther away, England or the moon?

Pupil—England.

Teacher—Why?

Pupil—Because you can't see England and you can see the moon.

In der Schule.

Lehrer: „Angenommen, in einer Familie sind fünf Kinder und die Mutter hat nur vier Kartoffeln, die sie unter sie verteilen will. Was wird sie machen?“

Schülerin: „Pürree.“

Die kleine Unschuld.

Lehrerin: „Welches sind die letzten Zähne, die der Mensch bekommt?“

Schülerin: „Die falschen.“

Somewhat Mixed.

The chairman of the committee was addressing a meeting at the teachers' institute.

"My friends, the schoolwork is the bulhouse of civilization: I mean—ah—"

The chairman here became slightly chilled.

"The bulhouse is the schoolwork of civ—"

An invisible smile began to make itself felt.

"The warkhouse is the bulschool of—"

He was evidently twisted.

"The schoolbul is the housewark—"

An audible snicker spread itself over the faces of the audience.

"The seowschool—"

He was getting wild. So were his hearers. He mopped perspiration, gritted his teeth, and made a fresh effort.

"The schoolhouse, my friends—"

A sigh of relief went up. A-h-! Now he has got his feet under him again. He gazed suavely round. The light of triumphant self-confidence was enthroned upon his brow.

"Is the wulbark—"

And that was all.

A Great Difference.

Teacher: What is the difference between lightning and electricity?

Bright Pupil: Lightning is free, and electricity costs money.

Needed.

"Do you think we need a spelling reform?"

"Not half as much as we need a more pronounced reform."

Oyster Bay Schoolboy: Did you know about that baby that was fed on elephant's milk, and gained twenty pounds a day?

Oyster Bay Schoolmaster (indignantly): No, I didn't. Whose baby was it?—answer me, or I'll thrash you.

"The elephant's baby."

What Brought Them.

A rural school has a pretty girl as its teacher, but she was much troubled because many of her pupils were late every morning. At last she made the announcement that she would kiss the first pupil to arrive at the schoolhouse the next morning. At sunrise the largest three boys of her class were sitting on the doorstep of the schoolhouse, and by six o'clock every boy in the school and four of the directors were waiting for her to arrive.

Uncle Nick Longworth's Gloves.

Quentin, the 11-year-old son of the president is a pupil at one of the public schools of Washington, D. C.

"Who can bring me some old gloves for cleaning off the blackboards?" the teacher asked the other day.

"I can," promptly said Quentin. "Nick gave me two pairs."



THE queen of hearts had made some marks, Upon the royal paper. The lines were true, black as your shoe; Which fact did not escape her. When to her clans she showed the plans, They said as one, "How charming, Our queen has found some way profound To much improve her writing."

Of course it was evident what had improved the Queen's handwriting, she had sent 16c in United States Postage Stamps to the Dixon Company, and they had sent her a package of their famous **AMERICAN GRAPHITE PENCILS.**

They will do the same to you if you wish to become acquainted with the best pencils for the many kinds of educational work.

JOSEPH DIXON CRUCIBLE COMPANY
JERSEY CITY, N. J.



A Crafty Architect.

School Director—Hear about Angle? He's a successful school architect.

Citizen—Architect! Why, he does not know the difference between a Greek temple and a dog kennel.

School Director—No, but he can plan a \$10,000 schoolhouse which cannot be built for less than \$15,000.

Teacher—The word hiatus signifies a gap or opening. Now, Johnny, give me a sentence in which the word is used.

Johnny (whose father conducts a saloon)—We had a grand hiatus last Saturday and Sunday.

In the Latin Class.

Teacher—What is the ablative case of donum, a gift?

Boy—Don't know.

Teacher—Correct.

"Papa," said little Arthur after his mother had punished him, "will you do something for me?"

"What is it you want?"

"Marry somebody else, and I wish you'd pick out grandma, because she's always kind to me."

Benevolent Old Lady (to little boy in street): "Why, why, little boy, how did you ever get such a black eye?"

Small Boy: "Me and Sammy Jones was fightin' for an apple in school, an' he smashed me."

Benevolent Old Lady: "Dear, dear, and which glutton got the apple?"

Small Boy: "Teacher, ma'am."

Of Interest to You

The Scott-Southworth Lessons in English, Books One and Two, were on May 14 adopted by a Commission of experts for exclusive use in all the public schools in Indiana. The adoption is for ten years, and bids were offered upon fourteen different series. Correspondence earnestly solicited.

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Judson and Bender's **GRADED LITERATURE READERS.**

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MAYNARD, MERRILL & CO., Publishers

NEW YORK.

BOSTON.

CHICAGO.

WETTING LEAD PENCILS.

The act of putting a lead pencil to the tongue to wet it just before writing, which is habitual with many people, is one of the oddities for which it is hard to give any reason, unless it began in the days when pencils were poorer than now, and was continued by example to the next generation.

A lead pencil should never be wet. It hardens the lead and ruins the pencil. This fact is known to newspaper men and stenographers. But nearly every one else does wet a pencil before using it.

The fact was definitely settled by a newspaper clerk away down East. Being of a mathematical turn of mind, he ascertained by actual count that of 50 persons who came into his office to write an advertisement or a church notice, 49 wet a pencil in their mouths before using it. Now, this clerk always uses the best pencils, cherishing a good one with something of the pride a soldier feels in his gun or his sword, and it hurts his feelings to have his pencils spoiled. But politeness and business considerations require him to lend his pencil scores of times a day. And often, after it had been wet till it was hard and brittle and refused to mark, his feelings would overpower him.

Finally he got some cheap pencils and sharpened them, and kept them to lend. The first person who took up the stock pencil was a drayman, whose breath smelt of onions and whiskey. He held the point in his mouth and soaked it several minutes, while he was torturing himself in the effort to write an advertisement for a missing bulldog.

Then a sweet-looking young lady came into the office, with kid gloves that buttoned half the length of her arm. She picked up the same old pencil and pressed it to her dainty lips preparatory to writing an advertisement for a lost bracelet. The clerk would have stayed her hand, even at the risk of a box of the best Dixon pencils, but he was too late. And thus that pencil passed from mouth to mouth for a week. It was sucked by people of all ranks and stations, and all degrees of cleanliness and uncleanness.

But 'twere well to forbear. Surely no one who reads this will ever again wet a lead pencil.

SCHOOL DESKS.

By George M. Gould, M. D.

There is probably not a pupil's desk in the world constructed upon correct physiologic principles. Many approximate, but fail in one or more important particulars. This is because, with all the interest, study and invention which have been put into the work, the vertical and slant handwriting there has been no understanding of the physiology of dexterity and

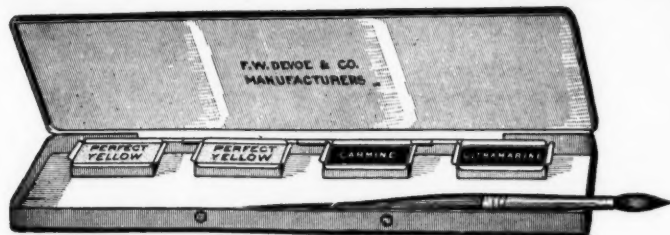
dextrocularity, no comprehension of the optic problem which controls every posture and act.

The wrong to the child began with the beginnings of pedagogy. Prior to this handwriting was usually vertical, because without a powerfully dominating necessity no adults, much less the shrewd monks, would have bent themselves to the left and skewed their vellum, tablet or paper at the absurd angle now common with all writers. But when school teachers began it was, of course, in the house or rooms of adults, and with their tables, benches, forms or stools. No one then dreamed of the peculiar child nature, not even the size of the child's body. Hence, he sat upon a bench or seat too low, or what amounts to the same thing, at a table too high for the height of his body, and at about the level of his sternum, neck or chin. When compelled to write he could do nothing at the desk except by placing his forearm, and even his elbow, upon the table.

Let an adult try to write sitting at a flat table the height of his neck and he will realize the child's predicament. With the arm upon the table there can be no writing accomplished unless the head is canted to the left, the body also, the paper placed askew, the feet or one foot thrust out to lessen the strain and wrenching of the spine, the pen held at a related abnormal angle and the hand gripping the holder in a distorted way. All this that the left eye may have an unimpeded view of the space in which the letters are being formed.

Think of the millions of morbidly raised right shoulders, the millions of necks and backs thus wrenched, with all the resultant diseases, during the last four hundred years! And still going on!

Most school desks are without lateral space to the right in which the paper may be placed opposite the right shoulder when the body and head are erect and squarely placed in front of the desk, and not, as now, in front of the face or chest. This lack of lateral space to the



Every teacher who wants the best results in color work wants Devoe Colors; as soon as you try them, you'll see the difference.

This cut shows one of our most popular boxes, No. 122C. Three colors, four cakes—Carmine, Ultramarine Blue and two of Perfect Yellow; and one long-handled No. 7 brush—30c each. The same box with Black or Charcoal Gray in place of one Yellow at the same price.

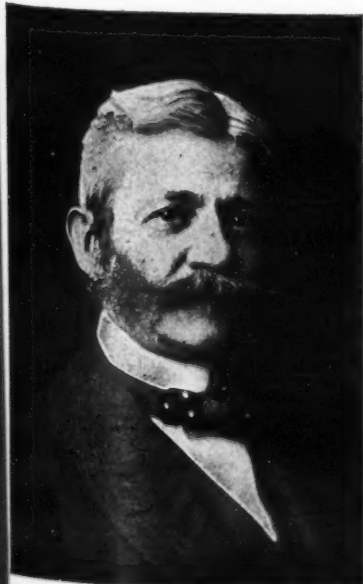
Special discounts to teachers and dealers. Address Department 5. The oldest and largest color makers in the country.

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right has always been the unrealized need, and upon securing it, the complete establishing of the vertical style of handwriting will depend, as also the rescue of the child from the bad postures and ill health caused by the diabolic head tilting, right shoulder elevating, eye ruining, body bending, pelvis cramping, spine twisting scoliosis provoking postures which has come down to our times.

It will be useless to demand of the child that he shall write vertically, sit vertically, place the paper squarely and not askew and opposite the medium line of the body. No human being can write in that way unless the penholder is held with the tip directed northeast, or upper right-hand corner of the paper, or even toward the north, all sure to produce writer's cramps or other evil results in a short time. In former times, as we know, the children were crowded together side by side, so that it was impossible to place the paper opposite the right-hand side of the body and keep the body and head erect. The high desk united to compel the arm to be rested upon the desk, the right side to be turned toward it, the left side away from it, the head and body bent to the left in order to gain a clear view of the writing space of the pen point with the dominant eye. Even the flat desk or table co-operated to produce the resultant bad posture and the slanted chirography.



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Under the heading of "Apparatus" the following information regarding school supplies may be found in "Bruce's Manual."

Definition.—The courts have decided that school apparatus implies such articles as globes, charts, maps, etc., etc. The word "apparatus," it is held, cannot be strained to cover school furniture.

Condition.—Rules should be formulated and displayed in every schoolhouse regarding the care and use of apparatus, and the fine to be exacted in case of the wilful destruction of the same. The school board should examine or the superintendent, principal, or teacher should be requested to report at least once a year on the general condition of all apparatus.

Inventory.—Before the close of each school year, during the months of May or June, a complete inventory of all apparatus and where located should be submitted to the board.

Needs.—The superintendent or secretary should submit during the vacation months, during the months of July or August, a full list of the new furniture, apparatus and general supplies desired and required. He should specify the kind and number, together with the probable cost of the articles required.

How Ordered.—The names of the firms that manufacture or deal in school apparatus may be readily ascertained by consulting the advertising columns of any first-class educational journal. The firms found here are usually reliable both as to the quality of the goods and the prices exacted. Orders ought not to be delayed until the latter part of August if a prompt delivery of the goods is desired.

SUPPLIES AND EQUIPMENT.

Chester, Pa. The board of school directors has awarded the contract for supplies to be used during the school year to the McConnell School Supply Company, Philadelphia.

Fort Wayne, Ind. Contract for school desks awarded to the A. H. Andrews Company at \$3.80 per desk.

Reading, Pa. The contract for physical, chemical and biological apparatus for the new boys' high school has been awarded to Arthur Thomas Company, Philadelphia. Special physical apparatus will be furnished by the Central Scientific Company, Chicago; general apparatus by E. P. Martin, Chicago.

Youngstown, O. Desks for the Myrtle ave-

nue school building purchased from the American Seating Company.

Akron, O. Contracts for school supplies have been awarded by the board of education as follows: Drawing paper, White & Wyckoff Manufacturing Company, Holyoke, Mass.; ink, J. L. Hammet & Co., Boston; brushes, Milton Bradley Company, Springfield, Mass.; plain raffia, Charles W. Jacob & Allison Company, New York; colored raffia, Vaughan's seed store, Chicago.

Newark, N. J. Contract for stationary desks awarded to American Seating Company at an average price of \$3.40 each; for adjustable desks to the New Jersey School and Church Furniture Company at \$3.80 to \$4.10 each; for portable cedar veneer chairs to American Seating Company at \$1.70 each.

A handsome illustrated catalogue of eighty pages has just been issued by the well known school supply dealers, Peckham, Little & Co., New York. A complete line of school and college supplies and equipment is listed, illustrated and priced. Especial attention is called to the school pads and papers, spelling blanks, and maps manufactured and marketed by the firm. The Atlas series of Science tablets, history outlines, herbarium and outline maps for which Peckham, Little & Co. are the eastern agents, are also fully described. A copy of the catalogue will be sent upon request to any school official.

Womelsdorf, Pa. Adopted Philip's Civil Government text book, Milne's Algebra.

Reading, Pa. The school board has purchased ten Smith-Premier typewriters for use in the commercial department of the new Boys' high school.

Ogden, Utah. Contract for school desks awarded to B. A. McMillan of Salt Lake City.

Toledo, O. Contracts for art materials, brushes and water colors have been awarded to Devoe & Reynolds Company, Chicago.

Cohoes, N. Y. Desks purchased from Randolph McNutt, Buffalo.

Pottsville, Pa. Dixon's pencils and Esterbrook's steel pens adopted by the school board for school use.

Hagerstown, Md. Washington county school commissioners have awarded the contract to supply all text books for the county schools to W. J. C. Dulany Company, Baltimore.

The Wagoner schoolhouse disinfectant is odorless, non-poisonous and effective. It can be purchased in bulk at 25 cents per pound. It is dissolved, one tablespoonful of powder to a gallon of water, making it a cheap disinfectant. Efficiency is guaranteed. Write to the Wagoner Disinfectant Company, Knightstown, Ind.

Wilkesbarre, Pa. The Johnson system of automatic temperature control will be installed in the new Meade street school.

The business of the Rohde Kindergarten

Plaster Casts

FOR DRAWING AND MODELING:

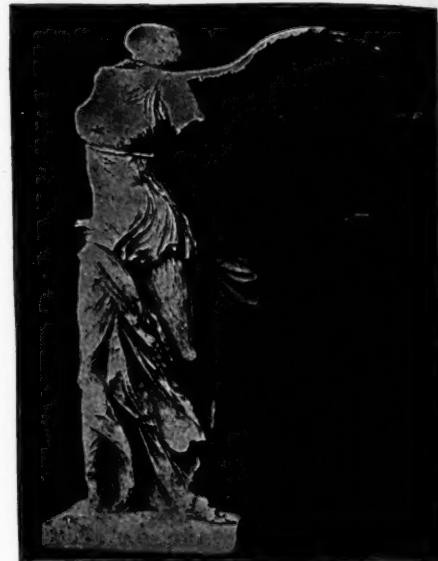
Reproductions from Antique, Mediaeval and Modern Sculpture Etc.

SCHOOL ROOM DECORATION.

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

C. Hennecke Co.
Formators.

Milwaukee, - Wis.



Send for Catalogue.

Material Company of Milwaukee, Wis., has been bought by the Thomas Charles Company. The stock of kindergarten supplies has been removed to the latter firm's warerooms in Chicago.

Buffalo, N. Y. Contracts for school furniture and supplies to be used during the coming school year have been awarded to Randolph McNutt.

Hutchinson, Kan. Contract for 200 desks, a number of rear seats and teachers' desks has been awarded to the American Seating Company.

Williamsport, Pa. Contract for school supplies awarded to H. G. Phillips; for new blackboards to W. G. Pierson.

Chester, Pa. The board of education has purchased 7,000 book covers from the Holden Patent Book Cover Company.

St. Joseph, Mo. The New Caxton desk has been purchased for a new school building.

The Caxton Green Velvet Blackboards have been installed in the new Dewey school at Evanston, Ill., and in the Oliver Wendell Holmes school at Oak Park, Ill. These blackboards are manufactured by the Caxton Company, Chicago.

Mr. J. H. Mayhew represents the A. H. Andrews Company in Colorado.

Rochester, N. Y. The attention of the board of education has recently been called to a meritorious device for sending fire alarms. It is an automatic arrangement by which certain alarms are sent direct by telephone to the fire stations. The mechanism is contained in a small metal casing known as the master signal box, which is either attached to or connected with an ordinary telephone instrument.

When fire breaks out the knob on this box is to be pressed. Communication with the telephone central is thus established and a number of repeated flashes advises her that the call is special and a fire alarm. Central then "plugs" the fire station, where similar flashes notify



CLASS PINS OUR SPECIALTY

If interested in Class Pins, write to us. We will make for you, free of charge, special and original designs executed in colors. Be sure to let us know what your class colors are, and about how many pins you can use; we will then quote you our lowest net figures.

We do first-class work only, but at very reasonable prices.

Bunde & Upmeyer Co., Jewelers, 71-75 Wisconsin Street, MILWAUKEE, WIS.

NEW BUILDING

NEW LOCATION

NEW STOCK

On April 18th we were burned out. On April 25th we were in new offices. On May 10th our new building was completed.

WE ARE NOW

READY FOR BUSINESS

and will soon have a new store in Greater San Francisco. Will continue as before to handle

School Furniture and Supplies
Books and Apparatus
Opera and Church Seating

All manufacturers and publishers desiring a Coast connection can correspond with us.

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WHY NOT?



USE THE BEST ON THE MARKET

Eagle Lead Pencils, Pen Holders, Steel Pens, Colored Pencils and Crayons. Compasses, Rubber Erasers, Etc. Send for samples and prices to the
EAGLE PENCIL CO., 377-379 Broadway, New York.

those in attendance of the exact location of the fire.

Any person in a house in which there is a fire by merely pressing the alarm signal in the master box, can inform the fire station directly where assistance is needed.

If there is no one in the house, or the fire breaks out in a different part from that usually occupied by the residents, if they are asleep or otherwise unaware of danger, the contingency is provided for by an application of the sprinkler method of automatically quenching fires. A little instrument known as a thermostat extension is placed in each room, usually in the middle of the ceiling. The thermostat, like the sprinkler, is so constructed that at a certain increased temperature its solder melts and allows a current to be formed with the master signal box on the phone, which then sends in an alarm as if operated by human agency.

Provision has been made for a person not being able to get to the master box. A connected alarm signal, called a manual, is placed in each room. When it is pressed it acts directly on the master box and communicates by wire through central into the fire station.

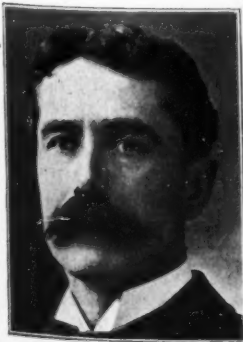
Correctionville, Ia. The Independent school district has purchased a supply of "Milwaukee Dustless" brushes for use in the schools.

Among the boards of education to whom the Milwaukee Dustless Brush Co. has recently sent brushes on trial are the following: Ft. Smith, Ark., Del Norte, Colo., Hume, Ill., Rosedale, Ind., Holstein, Ia., Harrison, Mich., Lake Linden, Mich., Eldorado Springs, Mo., Bergenfield, N. J., Sandy Creek, N. Y., Greenville, O., Montpelier, O., Glen Campbell, Pa., Linesville, Pa., Mauch Chunk, Pa., Spring Valley, Wis.

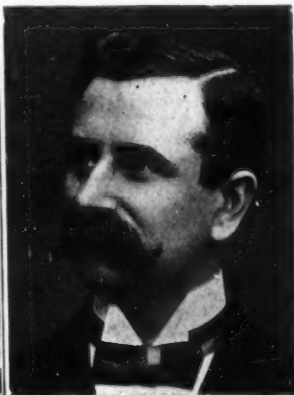
The above firm offers to send brushes on trial to any school board or school officials, to be paid for only if satisfactory. For circular matter address 130 Sycamore street, Milwaukee, Wis.

Two Successful Agency Managers.

Lack of space compelled us to omit from the July issue of the School Board Journal



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New York



MR. H. O. PALEN
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Oldest and best known in U. S. Est. 1855.

CORRESPONDENCE SOLICITED.

portraits of two of the most successful agency managers of the Milton Bradley company.

Mr. H. M. Crist, who has charge of the New York office of the firm, has shown exceptional business ability and is an energetic worker. Mr. H. O. Palen has the entire Pacific coast as his territory and covers the same with true western spirit and enterprise.

SPECIAL STUDIES.

New Orleans, La. Manual training is to be introduced in the public schools by the establishment of a department devoted to this study in the boys' high school. The importance of manual training has been recognized by the board for a number of years, but a lack of funds prevented the establishment of a course.

Trenton, N. J. Manual training and physical culture have been added to the high school curriculum.

Philadelphia, Pa. Physical culture is to be introduced in the schools under proper supervision.

Dayton, O. The semi-slant writing system will supplant the vertical with the beginning of the next year.

Lawrence, Mass. The study of Irish history will be elective in the public schools.

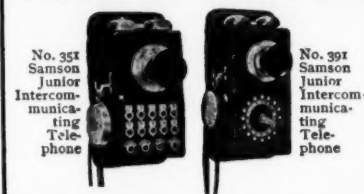
New York City. The Italian language has been placed on the list of elective studies for the elementary schools. The study will be ranked on the same footing with German, French and Spanish for the benefit of Italian children.

Chicago, Ill. A new course of study for the domestic science departments in the high schools has been mapped out by Supt. R. M. Smith, in charge of the work. The course is complete and comprehensive and looks for economy in every detail of the student's work. The course in cooking, with the scientific study of food, marketing, etc., takes precedence in importance. A book is being prepared by Mr. Smith for use as a manual.

The Bryce Heating & Ventilating Company of Toledo, Ohio, is composed of Mr. S. T. Bryce and his two sons, J. W. and S. D. Bryce, who are all practiced Heating and Ventilating Engineers of many years' experience in all branches of heating. For the past ten years the company has made a specialty of school heating by all of the most modern and up-to-date systems of both steam and furnace heating. While their market has been mostly in the central middle states, their work has not been confined to any particular section, as it may be found in many buildings as far west as Montana. Their services as engineers in the preparation of heating and ventilating plans and specifications have been sought in the east and west, and as far south as the Gulf of Mexico by architects and boards of education. Illustrations of their work both in furnace and steam blast heating are shown on page 10.

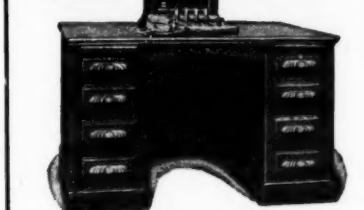
NOW FOR TELEPHONES

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Is the present method of
SCHOOL COMMUNICATION



School, Lowell, Mass. School, Greenfield, Mass.

"Rotokoll" Telephone Switchboard High School, Naugatuck, Conn.



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Before inaugurating our school telephone advertising campaign, we conclusively demonstrated by time tests of actual installations, the practicability of our apparatus. Accompanying illustrations show types of our inexpensive, medium, and the most up-to-date systems.

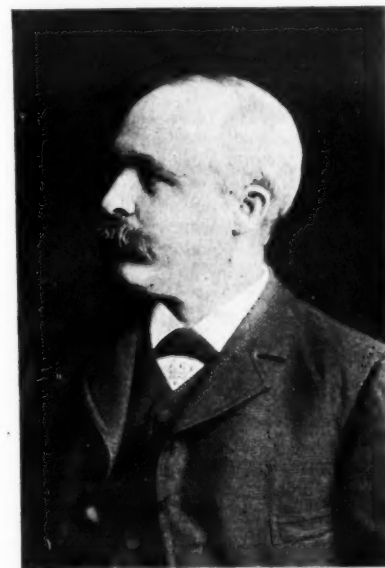
DESCRIPTIVE MATTER

"School Telephone" Bulletin, No. 6, carefully illustrating and describing eight distinct systems, and "Telephone Practice" Bulletin, No. 7, illustrating actual installations, mailed on request.

ELECTRIC GOODS MAN'G. CO.

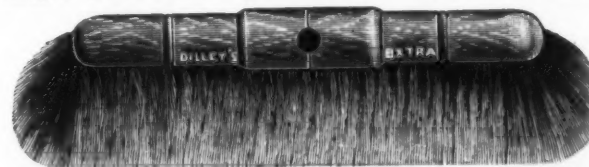
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22 years of electrical specialty experience
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ESTABLISHED 1875 RELIABLE GOODS



ALABAMA.

Phoenix City—\$10,000 school will be erected, \$15,000 in bonds voted for grammar school.

ARKANSAS.

Little Rock—Plans for 12-room Rightsell school completed by Archts. Gibb & Sanders; cost, \$30,000. Eureka Springs—Addition of three rooms being built to Central school. Bethesda—\$2,000 school will be erected. Thornton—School will be built. Nashville—Archts. Stewart, Texarkana, prepared plans for \$14,000 school.

CALIFORNIA.

Pasadena—Plans of F. S. Allen for new high school adopted. Fullerton—Archts. Hunt & Eager have plans for the proposed new Union high school.

COLORADO.

Victor—\$9,000 addition to the high school will be built.

CONNECTICUT.

Stamford—Archts. Boring & Tilton prepared plans for school. New Haven—Archts. Brown & Von Beren prepared plans for school to be erected for the Lowell Settlement.

FLORIDA.

Lake City—Archts. Talley & Gasser, Lakeland, are preparing plans for a 2-story high school building.

GEORGIA.

Bulford—School is being erected. Reldville—Bonds to the amount of \$10,000 have been sold for new school. Milledgeville—\$30,000 will be appropriated for building a dormitory for the Georgia Normal and Industrial College.

IDAHO.

Sandpoint—Archts. Williams has prepared plans for a 12-room, \$30,000 school.

ILLINOIS.

Beardstown—Archts. P. O. Moratz, Bloomington, is making plans for an enlargement of the present school and also plans for a new building. Macomb—Frame school will be built according to plans by Archts. J. H. Fuhr. Milford—Archts. Deal & Ginzler, Lincoln, have prepared plans for an 8-room school; cost, \$20,000. Flora—Two brick and stone 2-room school buildings will be built after plans of Archts. Deal & Ginzler, Lincoln; cost, \$14,000. Woodstock—Archts. Paul O. Moratz, Bloomington, is preparing plans for an 8-room school; cost, \$20,000. Hinsdale—Archts. Spencer & Temple, Champaign, are preparing plans for a 6-room school. Granville—Archts. J. F. Richardson, Jr., Ottawa, has prepared plans for a 2-story school. Round Grove—Archts. Earl Wetherbee has been instructed to draw plans for a \$4,000 school. Streator—Archts. A. W. Allen has prepared plans for a new school. Chicago—\$10,000,000 will be spent for new school buildings. Pittsfield—\$5,000 addition to the West school will be built. Kangley—\$2,000 bonds will be issued for the purpose of building an addition to present school. Pullman—Archts. D. H. Perkins has completed plans for new school to be built at One Hundred and Thirtieth street and Morse avenue.

INDIANA.

Windfall—1-story brick school will be erected according to plans prepared by Archts. J. G. Hollingsworth, Indianapolis. Wheatfield—Archts. S. S. Ennis, South Bend, has plans for a school. Kennard—6-room brick school will be built after plans prepared by

Archts. W. S. Kaufman, Richmond. Atkinsonville—1-story, 1-room frame school will be built. Madison—Archts. Elmer E. Dunlap, Indianapolis and Columbus, has plans for a 2-story, 16-room graded school. Bloomington—2-story, 8-room, stone and brick school will be erected according to plans made by Archts. Nichols & Son. Pleasant Mills—Archts. J. W. Temple prepared plans for an addition to school. Danville—Plans for new school were prepared by Archts. S. C. Dark, Indianapolis. Fortville—School is being erected. Odon—An addition will be built to school. Crawfordsville—\$12,000 school will be built to replace the one recently destroyed by fire. Auburn—Archts. W. S. Kaufman is preparing plans for a new \$20,000 high school to replace one recently destroyed by fire. Petersburg—Archts. Gaddis, Vincennes, has been instructed to draw plans for \$35,000 school. Elizabeth—School will be erected. Fairmount—School will be built. Greencastle—A modern high school to accommodate 250 pupils will be erected.

INDIAN TERRITORY.

South McAlester—Archts. Smith & Parr are preparing plans for six 2-story, 4 and 8-room school buildings. Porum—\$8,000 school will be built. Ardmore—School is being erected.

IOWA.

Ottumwa—School will be erected. Cedar Falls—\$50,000 laboratory is being erected at the State Normal School. Lake Mills—2-story school is in course of construction. Oskaloosa—Penn college will erect a gymnasium to cost \$15,000 and a dormitory to cost \$25,000. Rowan—School will be built. West Des Moines—4-room addition will be built to the Lake Park school. Potosi—School district No. 3 has voted to build a new school. Cedar Falls—Archts. Proudfoot & Bird, Des Moines, have been instructed to prepare plans for library and manual training buildings for the State Normal School. Sioux City—Plans for the improvements on the Dwight school are completed; Reinecke & Jenkinson, architects.

KANSAS.

Independence—Archts. H. G. Ellis has prepared plans for a school for district No. 58; also for school to be erected in district No. 4. Abilene—Archts. C. A. Squires, Emporia, has completed plans for a 2-story ward school. Weskan—School will be erected. Cherryvale—An addition will be erected to Garfield school.

KENTUCKY.

Middlesboro—\$30,000 high school is being erected. Louisville—\$7,000 addition will be erected to Sacred Heart school.

LOUISIANA.

Vidalia—Appropriated \$2,000 for new school. Amite—Will vote on a \$15,000 bond issue for the erection of school.

MASSACHUSETTS.

Hanover—The citizens appropriated \$2,500 for the enlargement of school. Haverhill—Archts. C. Willis Damon has prepared plans for a high school; cost, \$250,000. Malden—14-room, \$85,000 school will be built.

MICHIGAN.

Grant—Voted to bond for \$3,000 for an addition to the high school. Bay City—Archts. Clark & Munger are preparing plans for a 2-story 8-room school; cost, \$23,000. Muskegon—\$9,000 will be expended for the repair of school buildings. Jackson—Archts. Searles, Hirsch & Gavin, Cleveland, O., have plans for a 2-story brick and stone high school; cost, \$100,000. Holland—Archts. J. & G. Daverman, Grand Rapids, are preparing plans for a 1-story, 4-room school for the school board. Imlay City—Archts. G. M. Edwards, Owosso, has prepared plans for a 2-story school; cost, \$8,500. Saginaw—Archts. Roy J. Merriam has prepared plans for a 2-story, 8-room school for Union school district; cost, \$25,000. Adrian—Voted \$50,000 for new high school, \$8,000 for new ward school and \$5,500 for additional school grounds. Bay City—School will be built according to plans of Archts. Clark & Munger. Ripley—Plans are being prepared for a \$25,000 school.

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Ironwood—\$25,000 manual training school will be erected. Marquette—School will be erected.

MINNESOTA.

Stevens—Archts. F. L. Young, Duluth, is preparing plans for a 1-story school. Minneapolis—Archts. E. S. Stebbins is preparing plans for a 3-story high school; cost, \$150,000. Luverne—High school will be remodeled according to plans of Archts. W. E. E. Greene. Montgomery—Frame school will be built.

MISSISSIPPI.

Columbus—Archts. P. J. Krouse, Meridian, has plans for a \$25,000 school.

MISSOURI.

Hartsburg—Frame school will be erected. Blue Springs—Will erect school. Springfield—Archts. Reed & Heckenlively prepared plans for the proposed 14-room addition to high school. Concordia—Archts. Ed. L. Strong made the plans for the new St. Paul's college; cost, \$25,000. Granite City—Will issue bonds for new school. Joplin—The plans for new school were prepared by Archts. Garstang & Rhea.

NEBRASKA.

Pierce—Archts. J. C. Stitt, Norfolk, has been engaged to make plans for an addition to school; cost, \$4,000. Axtell—School will be erected.

NEW JERSEY.

Trenton—State Architect Geo. E. Poole is drawing plans for the proposed State Normal School to be erected at Great Notch.

NEW YORK.

New York—Archts. Babb, Cook & Willard have plans for a 4-story fireproof kindergarten building for the New York Kindergarten Association. West Seneca—Archts. E. E. Joralemon, Niagara Falls, has prepared plans for two 8-room school houses and one high school. Rotterdam—Archts. M. F. Cummings, Troy, has prepared plans for a district school. Albany—State Architect Geo. L. Heins is preparing plans for the new building for the Normal College. Niagara Falls—Two schools will be erected. Dunkirk—High school will be remodeled according to plans of Archts. Thomas W. Harris, Buffalo. Oswego—Archts. Pierce & Bickford, Elmira, are making plans for a two-story brick school; cost, \$35,000. New York City—East side school will be erected on Madison and Jackson streets. Plans for a new school at Stanton and Forsyth streets were approved. Binghamton—Plans of E. W. Van Slyke, Lestershire, N. Y., considered for \$50,000 school. Watertown—Archts. J. W. Griffin submitted plans for 3-story school. Rush—Industrial school for girls will be erected; plans by Geo. L. Heins, Albany.

NORTH CAROLINA.

Statesville—Plans have been prepared for the erection of an annex to public school; cost, from \$10,000 to \$12,000. Heating and equipment will be needed. Address D. Matt Thompson, Supt. of Schools, Main Hill—Plans completed by H. C. Linthicum, Durham, N. C., for college building; cost, \$6,000.

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Rugby—Archts. boro—Will build \$10,000. Oberon \$5,000 school will

Reading—Archts. for SS. Peter and Nicklas, Cleveland brick school with man, Cleveland Archts. R. F. Th. Wilmington—2-ro Grogan—Archts. V Archts. Frank L. college building. Archts. J. J. Sloan \$10,000. Cleveland Archts. John Sch congregation.

Medford—Arch brick school; cos

New Castle— Gallitzin—The c school. Pittsbu Richard's R. C. are preparing pla Butler, has prep been prepared by School will be e built according t Alphonsus Wals Enders—Decide plans for the e \$7,000 high scho plans for a 2-s sutawney—\$70,0 Frackville—Plan Philadelphia—J. Venango streets;

Lincoln—Arch cost, \$3,000. B struction.

Volga—High Fisher.

Middlesboro— will be built; cos

Grand Saline 2-story school; plans for a 2-sto scana, were acc Bonham, have m has prepared pl erected. Waelde high school.

Barton—Arch school.

Portsmouth—A a 2-story school, erect an annex t

Norfolk—The John Kevan Peeb on Chapel street 12-room school Zepp is preparin ville—Plans pr School is in c room school will

Wenatchee—A have plans for \$15,000. Grango Geo. W. Bullard Colville—Archts. played to draw p

Tacolt—Archts. plans for a 4-ro

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NORTH DAKOTA.

Rugby—Arch. Chas. N. Borge has prepared plans for three new schools. Hillsboro—Will build addition to school. Mandan—School will be built at a cost of \$10,000. Oberon—An addition will be built to school; cost, \$3,500. Drake—\$5,000 school will be built.

OHIO.

Reading—Arch. E. Schlochtermeyer, Cincinnati, has plans for a 3-story school for SS. Peter and Paul's congregation; cost, \$35,000. Berea—Archts. Badgley & Nicklas, Cleveland, have plans for remodeling school. Phalanx Station—A 4-room brick school will be erected according to plans drawn by Archts. Chapman & Chapman, Cleveland. Beloit—School will be erected in district No. 7. Youngstown—Arch. R. F. Thompson is preparing plans for remodeling the Church Hill school. Wilmington—2-room and basement school will be erected in district No. 4. Kingman. Grogan—Arch. Wilbur T. Mills, Columbus, has plans for a 2-story school. Athens—Arch. Frank L. Packard, Columbus, prepared plans for the north wing of Normal college building. Lyra—A 1-story addition will be built to school. Broadway—Arch. J. J. Sloan, Marion, has prepared plans for a 2-story, 4-room school; cost, \$10,000. Cleveland—Arch. F. S. Barnum has plans for a school. Chillicothe—Arch. John Schweitzer has prepared plans for a 2-story school for St. Mary's congregation.

OREGON.

Medford—Arch. Chas. H. Burggraf, Albany, has prepared plans for an 8-room brick school; cost, \$20,000.

PENNSYLVANIA.

New Castle—Arch. W. G. Eckles has prepared plans for addition to school. Gallitzin—The citizens voted in favor of issuing \$20,000 of bonds for building a school. Pittsburg—Arch. F. C. Sauer has prepared plans for a school for St. Richard's R. C. congregation. Carnegie—Archts. George Hodgdon & Son, Pittsburg, are preparing plans for an addition to school building. Hooker—Arch. F. J. Porter, Butler, has prepared plans for a 1-story frame school. Curwensville—Plans have been prepared by Archts. Shollar & Hersch, Altoona, for a 2-story school. York—School will be erected in the south end. Swoyerville—4-room frame school will be built according to plans by Arch. Owen McGlynn, Wilkes-Barre. Bernice—Arch. Alphonsus Walsh, Dushore, prepared plans for a concrete school to be erected. Enders—Decided to erect brick school. Reading—Arch. Alex. F. Smith submitted plans for the erection of annexes to the Spring, Moss and Oley schools. Throop—\$7,000 high school will be built. Narberth—Arch. Henry L. Reinhold has prepared plans for a 2-story school. Portvue—School costing \$7,500 will be erected. Punxsutawney—\$70,000 school is to be erected from plans of Archts. Robinson & Winkler. Frackville—Plans for \$6,000 school were drawn by Arch. F. X. Reilly, Pottsville. Philadelphia—J. H. Cook, city hall, has plans for 3-story school at Randolph and Venango streets; cost, \$175,000.

RHODE ISLAND.

Lincoln—Arch. C. H. Learned is preparing plans for remodeling a school house; cost, \$3,000. Bristol—The new Colt Memorial High School is in course of construction.

SOUTH DAKOTA.

Volga—High school will be erected according to plans of Archts. Thorl, Alban & Fisher.

TENNESSEE.

Middlesboro—Ground was broken for a new \$30,000 school. Clarksville—School will be built; cost, \$5,000. Manchester—Will issue \$15,000 of school building bonds.

TEXAS.

Grand Saline—Archts. Walter E. Taylor & Son, Greenville, have plans for a 2-story school; cost, \$14,000. Covington—Arch. T. J. Galbraith, Hillsboro, has plans for a 2-story high school. Malone—The plans of Arch. N. B. Lockhead, Corsicana, were accepted for the proposed school. Greenville—Archts. Sparger & Peters, Bonham, have made plans for a 2-story brick school. Houston—Arch. Ole J. Lorehn has prepared plans for a 2-story school. Yoakum—\$30,000 brick school will be erected. Waelder—\$8,000 brick school will be built. Brenham—Will erect \$25,000 high school.

VERMONT.

Barton—Arch. F. A. Walker, Montpelier, has prepared plans for a 3-story high school.

VIRGINIA.

Portsmouth—Arch. Edward Overman has plans for a 2-story school. Norfolk—Will appropriate \$5,000 to erect an annex to Cumberland school.

Norfolk—The board of education has selected Arch. John A. van Peebles to draw plans for the 10-room school on Chapel street and Arch. Arnold Eberhardt for the 12-room school on Omohundro avenue. Arch. W. T. Zepp is preparing plans for a 2-story school. Scottsville—Plans prepared for new school. Richmond—School is in course of construction. Roanoke—14-room school will be built on Park avenue.

WASHINGTON.

Wenatchee—Archts. Garvett, Knapp & West, Seattle, have plans for a 3-story high school building; cost, \$15,000. Granger—School will be erected. Mineral—Geo. W. Bullard is drawing plans for \$3,500 school. Colville—Archts. Russell & Vincent have been employed to draw plans for a 9-room, \$15,000 high school.

Yacolt—Arch. D. Nichols, Vancouver, has prepared plans for a 4-room school for dist. No. 65; cost, \$3,000.

Colville—4-room addition will be built to high school. Rosalia—Archts. Russell & Vincent are drawing plans for a \$20,000 high school. Pullman—Two schools will be erected. Tacoma—School is being erected according to plans of Arch. Frederick Heath.

WEST VIRGINIA.

Shinnston—Arch. C. A. Short has completed plans for an annex to public school. St. Mary's—Arch. J. P. Chaplin, New Martinsville, has prepared plans for an addition to school building. Logan—Archts. Rabenstein & Warne, Charleston, have plans for a 2-story school. Welch—Archts. Holmboe & Lafferty, Clarksburg and Bluefield, have prepared plans for a 2-story school; cost, \$8,000.

Follansbee—Arch. W. L. Wells, Wheeling, has prepared plans for a 2-story school; cost, \$20,000. Elm Grove—New school is in course of construction. Littleton—\$18,000 high school will be built.

WISCONSIN.

La Crosse—The plans of Arch. W. E. Bennett for the new school have been accepted. Racine—School will be erected for the St. John Evangelical Lutheran

congregation. Corliss—Archts. Brust & Phillips, Milwaukee, are preparing plans for a Catholic institution. Marinette—Archts. Van Ryn & De Gelleke, Milwaukee, have finished plans for training school. Baraboo—Will erect high school. West Allis—School will be erected at a cost of \$18,000. Owen—Brick school will be erected; cost, \$15,000. Appleton—Plans are being prepared for a \$25,000 school. Elm Grove—School will be built according to plans of Arch. C. D. McCarty.

La Crosse—Arch. Wells E. Bennett has prepared plans for a 4-room addition to the Tenth district school. Menomonie—Arch. Williamson, Chicago, Ill., is preparing plans for an industrial school and dormitory for Senator J. H. Stout. Fond du Lac—School will be erected in the Fifth ward. Markesan—\$20,500 high school will be built. Platteville—Archts. Van Ryn & De Gelleke, Milwaukee, prepared plans for a \$139,000 normal school. La Crosse—Archts. Schick & Roth have completed plans for La Crescent school.

UTAH.

Ogden—8-room school is being erected.

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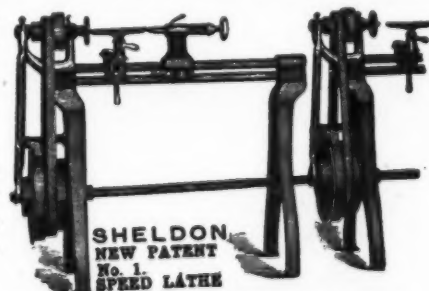


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MANUAL TRAINING.

Chicago, Ill. The board of education has received a letter protesting against the erection of a "palatial" high school in South Chicago from Richard T. Crane. Mr. Crane, who has paid large sums out of his own pocket for the establishment of manual training in the elementary schools of Chicago, urged that the board should not make large expenditures for unnecessary school purposes as long as the elementary schools are not properly cared for. In his letter Mr. Crane declares that his scholarships and contributions to public education were given under the impression that the board could not afford to give manual training to the elementary school children. He declared if the board is financially able to erect a \$400,000 high school on the south side it is able to provide manual training in the graded schools without his aid. He then plainly says he will withdraw his support from the elementary school manual training department should the board continue to spend money on the high school "fads."

Louisville, Ky. Manual training centers for pupils in the four upper grades are to be established according to plans of Supt. E. H. Mark. Domestic science for the girls is to be introduced first. The cost of the proposed extension will amount to about \$6,000 the first year, inclusive of salaries and equipment.

Terre Haute, Ind. A graded course in drawing is to be introduced in the public schools, to include freehand and mechanical drawing. It is probable that a special instructor will be employed, who will also teach music.

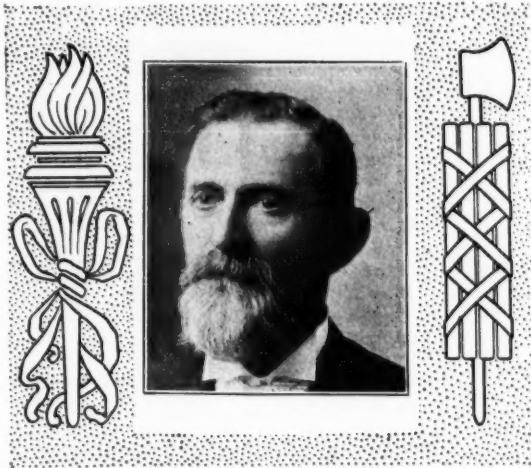
Boston, Mass. The school committee has determined upon the following studies to be taken up by the vacation schools: Music, gymnastics and games; cardboard construction and paper work; sewing and elementary dressmaking; braiding, weaving and basketry; drawing and color work; nature study and field work, with excursions.

Haverhill, Mass. Bookbinding has been introduced as a manual training study for girls in the ninth grade.

San Francisco, Cal. A summer vacation school has been started in Golden Gate Park. Tents housing about twenty pupils each are being utilized and it is expected that fully 1,500 children will attend the sessions. Reading and arithmetic will be paid particular attention to while the classes are indoors. There will be many excursions through the park, so that the

pupils can be taught from nature. History will be illustrated by the monuments, zoology by visits to the animal pens, botany by the wealth of wild flowers, and so on down the list of studies. Cooking will be taught by specialists and the children will prepare their own lunches. The school will be in operation for three months.

Spokane, Wash. Kindergartens have been abolished in connection with the public schools. The reasons assigned by the board of education are that the small attendance has rendered the kindergartens practically useless and that the classrooms are needed for other purposes.



Mr. C. C. Frey.

Treasurer, Board of Education, Seymour, Ind. Mr. Frey served as treasurer for seventeen years and as member of the board for twenty-two years.

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Providence, R. I. The state commissioner of schools has rendered a decision that the text book adoptions made by the old school board last December were legal. The books selected at that time were Smith's arithmetics and Frye's geographies, published by Ginn & Co.

Norwood, Pa. The salary of the principal has been increased from \$80 to \$90 per month and the teachers from \$40 to \$45 per month.

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